The Gram Sevak's Guide for Increasing Agricultural Production

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MINISTRY OF COMMUNITY DEVELOPMENT

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MINISTER
COMMUNITY DEVELOPMENT
INDIA

FOREWORD.

Six years of Community Development Programme have gone by. We have covered more than half the country. There is a distinct stir visible. People are ready universally to respond to calls for concrete actions; they have lost their fear of the Government apparatus. By and large, they are prepared to forget their traditional feuds and factions; they are ready to plunge together.

A good deal has been achieved everywhere, the sum total of which will make impressive reading. Drinking water facilities are there; there are schools for boys and girls; reading rooms and night classes; primary health centres; maternity and child welfare centres; roads and community halls; panchayats and cooperatives; implements and seed godowns; facilities also for increased irrigation. Nevertheless, the fact remains that we still go about with our begging bowl, waiting for others to provide two square meals a day for our citizens. The enthusiasm we looked for has been there for the plucking. Self-reliance, the objective, is still to be. In our realisation of the grave limitations of our own capacity to do extension as a Government agency single handed, we are now going all out to enlist the services of the millions of the seasoned cultivators and others as Gram Sahayaks. We are carrying out systematic training campaigns for these new Associates in our programme. We are struggling to draw in the Panchayats and Cooperatives to take their place in our democracy. Political parties are coming in gradually to play their part in this work of

basic reconstruction. People's representatives are there with open arms equally, wherever we have reached out for help from them.

The Community Development Programme which started in a limited way in 1952 in India has already spread out to the wider horizon and made a beginning in most of the underdeveloped countries of Asia and Africa. It is beginning on a giant scale even in the vast countryside of China, although on a style different from our own. Community Development Programme in India is aimed basically to build up initiative at the grassroots so that guidance and initiative which must flow from the top to begin with, must decrease progressively, as resources for guidance and initiative are built up through institutions of people at the ground level. India is the biggest growing democracy in the world. Democracy is the anti-thesis of the system based on coercion - individual or collective. That in a democratic structure progress will be slow to start with, nobody questions so long as there is steady movement forward in the direction charted for the movement.

Agriculture constitutes the biggest industry of India and promises to remain so for ages to come. If India is to make up for a whole age of industrialisation that bypassed her, we have perforce to build up agriculture the basic industry of India, which provides expression and the means of livelihood to the bulk of our people. Whether it is the Second Five Year Plan or the Sixth, the proceeds of the treasury which are to finance all these Plans have to grow eventually on surplus from agriculture. Agriculture constitutes necessarily the life line

for India's development, physical as well as political. In the pages that follow we have the reflection in print of the mind of an eminent foreigner who has made himself, through devotion to our cause, more than a citizen of India. Once again, he has written this remarkable document by encroaching on his vital need for rest for which he started with firm intentions. That he could not rest content till he penned these lines as his contribution to the basic problem of food in India, is testimony enough to the value he attaches to the Community Development Programme as an acid test for democracy, and to agriculture as the base from which all else must flow.

I find it difficult to express my gratitude here to Dr. Douglas Ensminger, for love's labour can never be valued adequately. This can only be repaid if the Gram Sevaks and the Gram Sahayaks for whom this booklet has been written, make full use of the wise words of counsel with which it is full to the brim.

New Delhi,
October 29, 1958.

S. K. Dey

PART I

GETTING ORGANIZED TO INCREASE AGRICULTURAL PRODUCTION

CHAPTER I

Your Job as A Gram Sevak

Your Job as a Gram Sevak is to help village people have successful experiences in working together through their own village organizations in improving all phases of village life including the following primary ones :

Agriculture

Health

Education

Housing

Wells

Roads

Family Living

You are the one common extension worker who can work with all of the people on all of their problems. No other extension worker has the opportunity to do this. All block extension specialists reach village people through you. Using the advice of these specialists your job is to help people in your villages to learn about and,

to establish *panchayats* and help them work effectively in giving over-all leadership to village development.

to establish *cooperatives* and help them work effectively in performing the services needed in agricultural production.

to improve *schools* and help them work effectively in providing educational opportunities for youth and adults.

to form *organizations of farmers* and help them work effectively in deciding on problems, planning ways to solve them at the individual, family and village level.

to form *organizations of women* and help them work effectively toward solving home, family and health problems.

to form *organizations of youth* and help them work effectively to learn new ways by which they can assist with individual citizens.

to adopt *new practices* in agricultural production, home improvement, health, etc.

You are an *extension worker* because you encourage and assist in the development of village leaders and village organizations, you extend knowledge, inspire people and promote understanding among all who live in the villages of your circle.

Your approach is *extension education.* This is so because you educate (teach) people to understand problems and their causes in your villages.

- Through the use of educational methods you encourage and help village people to take intelligent decisions to solve their problems.

- You help the village people gain experience in working together through Village Organizations to solve village problems.

- You help them learn to adopt new practices that will solve their problems.

- You educate people in your villages to want to improve their conditions.

- You teach by demonstrating how new practices can be applied to village conditions.

- You teach by helping to assure that people in your villages will have successful experiences in adopting improved practices in all phases of village life.

— You gain the confidence of the people, so what you do and advise has great influence on what they do and the way they think.

— You help the village people understand that in free democratic India all the people are free citizens and all have an equal responsibility to contribute toward the building of New India.

About 8 out of each 10 people in India live in villages, like those in your circle. They, and you, can easily see that reaching their ambitions and goals depends upon *increased production.* Indian people cannot have greater wealth and a higher level of living unless they produce it. You are a key person in this great task set out clearly in the second Five Year Plan.

Nothing is more urgent in your villages than to increase agricultural production. It is the key to better village life. Only by increased agricultural production can your villagers prepare for other achievements. You must start with increased production. Although agricultural production is not your only task as a Gram Sevak, at this stage in India's development, it is foremost among all your responsibilities in importance. It must be given priority and promoted through the use of every resource available to you.

The future of India rests heavily on your shoulders. This handbook is prepared to help you carry this weight. It is designed to give you useful suggestions on how to do the job in ways that will assure your success, give you satisfaction, and pride in your achievements.

In all of India's development programs, none are more important than those which help cultivators get bigger yields, and produce better livestock (cattle, sheep, goats, swine, chickens). You must give first priority to *increasing agricultural production.* This is your first responsibility. It is your greatest opportunity at this time for service to your people. In your hands is great power for good. Only you can use it.

CHAPTER II

Why The Gram Sevak Must Emphasise Increased Agricultural Production

Eighty per cent of the people of India are rural, 75 per cent of the people depend on agriculture for livelihood, and 48 per cent of India's total production as measured in Rs. crores of net output is from agriculture. Helping cultivators to increase their yields, to breed improved livestock and to care better for their cattle, sheep, goats, swine and chickens is, therefore, of the greatest importance. Without greatly increased agricultural production India will not have the new wealth it must have for development.

India must, through increased agricultural production, produce the new wealth it requires if the people of India are to have :

— Improved family living conditions

— Schools and universities

— Health programs and medical schools

— Social welfare programs

— Roads and railways

— Growing industries

— Planned villages, towns and cities

— Housing programs

— Improved water and better sanitation

— Clothing

— Recreation.

If you are to succeed in your educational and organizational efforts of encouraging and assisting all village cultivators increase their production, you must take steps to assure that :

A. Each cultivator in your villages has a *family farm plan* for increased production.

B. Each village in your circle has a *community plan* for increasing agricultural production.

These plans should seek adoption of all the recommendations of specialists which have proved practical and feasible for increasing agricultural production.

Basic to your educational programs is the creation of a desire for better living among the people of your villages. To some extent, the creation of this desire will depend on showing new methods and practices that will increase incomes and bring better living. Villagers can be proud that this increases the wealth of the village community, the State and the Indian Nation. They may be proud also that they strengthen freedom and democracy in India by replacing traditional farming methods with newer practices. Since agriculture is the foundation of India's economy, agriculture must become more modern and scientific if India is to develop the strength and solidarity that all Indians want for their Nation.

Each village cultivator should be helped to understand that as he adopts improved agricultural and livestock practices and increases his production he first improves his family's wealth, second, his village community wealth, third, his State's wealth and finally he contributes to increasing the wealth of all of India.

All village cultivators should be impressed with their opportunity to contribute to the development of free democratic India by giving up their traditional agricultural practices and taking to the new practices. Village people should understand that since agriculture is the foundation of India's economy, agriculture must therefore be developed along modern and scientific lines.

Since you are assigned to serve as a multi-purpose village extension worker, your job is to be concerned about all phases of life in the village. But you will be doing "first things first", so you face the pressing need to increase agricultural production. This guide book is to help you to help the cultivator and the village to work out their necessary plans.

The first five years of experience with community development confirms the wisdom of the idea that you, as Gram Sevaks should assist village people in analysing their needs and acting to improve all phases of village life. These five years of experience also justify the conclusion that unless and until village agriculture changes from traditional to improved practices, the village cannot produce the wealth to improve its family living, its schools, its housing, its health and its recreation, its roads, its wells, its sanitation, its all- !

Yes, the Nation's future is dependent upon your helping :

— each village cultivator to have—a family farm plan, and

— each village to have a community plan ; for adopting all the proven recommendations that are practical and economically feasible for increasing agricultural production.

CHAPTER III

India's Agricultural Production Contrasted with Other Countries

Do you know the facts about agricultural production in India ? Do you know how much room for improvement there is ? Here are some figures that will emphasize India's need, and that will help you to impress your villagers with the urgency of the problem. India's production record at present compares *unfavourably* with that of her two important neighbours Japan or China. Look at these figures showing production of certain important crops in terms of pounds of yield of acre :*

	India	*China*	*Japan*
Rice	1209	2387	3750
Wheat	640	766	1867
Maize	732	—	1784
Cotton (ginned)	77	234	89
Sugarcane (in cane)	29095	35438	—
Groundnuts	822	1151	1434

Japan gets three times as much rice or wheat per acre, and more than twice as much maize as does India. Compared with India, China gets twice as much rice, 1/5 more wheat and sugarcane, and 4 times as much cotton per acre. These comparisons give us some targets for increased production in India. We can do no less than our neighbours.

Actually, India has demonstrated to herself that she can easily

* From *Indian Agriculture in Brief*, third edition, pp. 36 ff (Ministry of Agriculture, Government of India).

surpass any of the production records shown above. In competitions among farmers in various parts of the Union, production has actually been achieved to show that rice yields can go up 5 to 9 times the present averages.

Highest rice yields per acre, as a multiple of the average :

West Bengal	(1949–50)	4.8 times higher than the average
Madras	(1950–51)	7.7
Coorg	(1951–52)	7.2
Madhya Pradesh	(1954–55)	8.9

In the case of wheat, yields have actually been recorded which show that increases of 7 to 10 times are possible :

Uttar Pradesh	(1950–51)	6.7 times higher than the average
Uttar Pradesh	(1953–54)	7.0
Punjab	(1951–52)	6.8
Madhya Pradesh	(1954–55)	10.3

To increase agricultural production within the limits that seem to be possible, would help to solve some of India's greatest problems, and would start the nation on the way to her Great Destiny.

You, as a Gram Sevak, have a key role to play in this urgently needed movement.

CHAPTER IV

An Agricultural Production Committee for Each Village

India's required increase in food production can come only from the individual efforts of cultivators working on their land and their combined efforts—working together in cooperatives, panchayats and other organization as found in the villages in your circle. It follows, therefore, that responsibility for increased production rests with the cultivators themselves. This means in your villages, that people must *first* understand the benefits their families and communities will get from increased production, and *second*, understand and develop skills necessary to apply new production practices. They must see these benefits in such visible terms as to be motivated to accept all possible guidance from you in changing from traditional to improved practices.

In this educational process of arousing interest among your villagers to accept and use proven and recommended agricultural practices, you must seek out the progressive village cultivators. They will give leadership in developing interest and promoting the food production program in their villages. You will find in each of your villages that there are some cultivators whose rate of production is many times higher than that of those who are farming badly. Some of these better cultivators already know the benefits from using improved seeds, fertilizers, etc. Because they have had successful experiences in using improved practices they are also receptive to trying out still newer methods.

Since one can find a number of progressive cultivators in each village, it is recommended that a special village agricultural production committee be organized for each village in your circle.

This committee should be a special committee of the panchayat, or linked with the panchayat in some important way. However, for at least two reasons, it is better to have a special committee than to lay this task directly and fully on the existing members of the panchayat : one is that it is believed the progressive village cultivators can best organize and carry through a program to influence other cultivators to adopt new agricultural

practices ; another is that frequently several villages share in one panchayat, but each village, however small, should have its own agricultural production committee. You should take care, however, that the agricultural committee supplements and is ancillary to the panchayat, and is not unrelated to, or competitive with the panchayat. Your objective here is to get the panchayat to accept official responsibility in behalf of the village, but to have a special agricultural committee to carry out the necessary agricultural tasks. As you know, it is merely good extension procedure to work with and through village committees for special projects, whether for agriculture, health, education, or some other field of activity.

This committee should be made up of not less than five of the most progressive cultivators. They can serve with the president or another representative of the Panchayat, the president of the village Cooperative, the village school teacher, the president of the Farmers' Forum and the adult leader of the Young Farmers' Club, wherever such organizations are present. In villages where you do not have these groups, other leaders can serve with the cultivators. It will be an advantage if you find farmers who have attended training camps for village agricultural leaders.

In seeking cultivators to volunteer for your committee, look for those who have shown evidence of progressively adopting new practices, adopting them readily, having success with them, and influencing others to do likewise.

The presence of the panchayat president or a panchayat representative on the committee is desirable because there will be need for follow-up action on specific agricultural problems. The panchayats, with your guidance, will play an active role in helping the villagers to increase their food production. In behalf of the people of the village, they take responsibility for furthering this and other programs for improvement and development.

The presence of the president or a director of the cooperative on the committee will bring the resources of this group into full play on such problems as credit, procurement of supplies and marketing.

The school teacher, being informed about village plans for increasing food production can stimulate discussion in the village. By this influence, children can be educated early to the new ways of thinking about agriculture.

The adult leader of the young Farmers' Club, as a member of the committee, can be an effective link between the adults and the young people in trying out and adopting improved practices in your villages.

The cultivator members, the presidents of the Panchayat and the Co-operative, the village school teacher, the president of the Farmers' Forum and the adult leader of the Young Farmers' Club should be invited by you as Gram Sevak, with the understanding and approval of the panchayat, to come together and form the special food production committee for their village. They can agree on who among their members should serve as chairman and secretary. You, as the Gram Sevak, should work closely with the Committee. The job of the Committee is discussed in the next chapter.

You should keep in mind, and make your production committee aware of the important fact, that present agricultural practices are inadequate for the job. New ones must be used. New ones are now known that are available and proven to be superior. The problem then is promoting knowledge about, and acceptance of, these new agricultural practices. It is the human element that now controls the speed of change. You and your production committee can speed up the change by carefully laying out a plan for increasing production and then helping the villagers learn how they can participate.

CHAPTER V

The Job of the Village Agricultural Production Committee

The village Agricultural Production Committee, the Panchayat, the Cooperative, the Farmers' Forum, the Young Farmers' Club and the village school teacher must take responsibility for stimulating the interest of all cultivators, for getting them to accept improved agricultural practices, and for showing them how to apply the new practices.

You, as the Gram Sevak, with the help of Block technical specialists in Agricultural, Animal Husbandry, Cooperatives and Panchayats, must encourage and help the Village Agricultural Production Committee to develop a specific program for increasing food production in the village.

It will not be feasible for the Block technical staff to assist every Village Agricultural Production Committee to work out and develop its detailed program for increasing agricultural production. Therefore, you should arrange—as a minimum—for one village committee in your circle to get the help of the entire group of specialists in agriculture, cooperatives, panchayats and the B.D.O. in developing its plans. This will assure direct participation by the Block technical staff in developing village agricultural production plans. It will also provide you as the Gram Sevak, with the technical guidance you need to help the committees in your other villages to develop a suitable plan.

Each village plan to increase agricultural production must be practical and achievable by all the village cultivators. Some programs may be of longer range in terms of time needed to achieve the goals. Others, such as getting all your cultivators to accept an improved seed variety might take three years. In this case you might arrange for the first year that at least five cultivators would demonstrate in their fields the higher yields resulting from sowing recommended seed. The second year you might spread a new variety as widely as seeds permit. The third year you could urge all the cultivators to use the new seed.

If the village plan is to have meaning, you must help the Village

Agricultural Production Committee to take four steps in succession :

First, agree on the agricultural problems of their village

Second, agree on the causes of their agricultural problems

Third, outline specific action to correct their problems and thus to provide the conditions for increased agricultural production in their village

Fourth, agree what action is to be taken by individual cultivators, the panchayat, the Cooperatives, the School, the Youth Clubs, the Farmers' Forum and the Block Staff.

The individual cultivator's family plan will be based on those things which can be accomplished only by the individual cultivator on his own land, and in most cases this should not involve an appreciable financial outlay or considerable dependence on materials which are difficult to secure. Other action steps will be the responsibility of the Cooperative, some of the Panchayat and others of the Block or District Staff.

CHAPTER VI

The Village Agricultural Problems and their Causes

The factors that contribute to Indian agricultural problems differ among major regions but you will find that *low crop yields, fragmented and scattered individual holdings, insecurity of tenure, excessive rental charges, lack of vegetables and fruits as regular features of family diet, and poor livestock and poultry* are, with few exceptions, universal agricultural problems. You will find them in some form in the villages of your circle.

To assist you, as the Gram Sevak, in helping each of the village food production committees to analyze its agricultural problems and to understand the things which contribute to or cause those problems, the following information table will suggest what each committee should do to interest the village in doing what it can to increase its yields and the quality of livestock and poultry :—

Problem I—**Low Crop Yields**

Causes of the Problem

1. The practice of cultivators in following traditional farming methods and using primitive agricultural tools handed down from previous generations.

2. Lack of knowledge about the superior yields which are possible from improved seeds.

3. Lack of understanding about the importance and practicability of sowing and plowing of green manure crops.

4. Lack of understanding about the importance of compost manure, and how to make it properly.

5. Lack of understanding about the importance of applying commercial fertilizer in proper doses and by proper methods.

6. Insufficient water, poor use of available water and lack of conservation of soil and of monsoon rains.

7. Lack of understanding about how fragmented land holdings handicap land and agricultural development.

8. Lack of desirable tenure arrangements which would provide security of tenure and fair division of crops.

9. Lack of credit when needed and at reasonable rates of interest.

10. Lack of required knowledge about plant protection measures against insects, rodents, and pests.

11. Shortage of improved seeds, commercial fertilizers and improved implements.

12. Lack of understanding about the importance of line sowing and intertillage practices.

13. Lack of proper adaptation of crops to land use capabilities.

14. Lack of crop rotations essential to build up the soil fertility.

15. Lack of knowledge as to what can be done for improving yields by adopting self-help and group-help measures.

Problem II—**Fragmented Land Holdings**

Causes of the Problem

Limited opportunities for people to leave villages, limited employment opportunities in village industries, causing pressure to subdivide the land to give everyone at least a small piece. Present inheritance laws make possible continued fragmentation of holdings.

Problem III—**Insecurity of Tenure and High Rental Payments**

Causes of the Problem

Lack of agreement on size of holdings creates uncertainties in the minds of the land holders about their future prospects of cultivating

the land they own. Where tenure arrangements are not legally worked out and enforced, tenants lack security about their ability to continue to cultivate a given-piece of land year after year. So long as both owners and tenants feel insecure about their tenure, neither will be willing to invest substantial sums in building up the land for increased production.

Another tenure arrangement which presently stands in the way of encouraging tenants to adopt new agricultural practices is the all too frequent practice of the landlords to charge the tenants excessive rents either in cash or share of the harvested crop.

Problem IV—**Inferior Livestock**

Causes of the Problem

1. Poor breeding practices.

2. Limited area for grazing.

3. Limited fodder.

4. Increasing numbers of useless cattle.

5. Allowing scrub bulls to run free in the village.

6. Neglect of diseased cattle.

7. Prejudice against artificial insemination.

8. Limited veterinary services.

Problem V—**Absence of Habit of Eating Poultry Products and Lack of Attention to Care of Poultry**

Causes of the Problem

1. Prejudice against eating poultry and eggs.

2. Lack of knowledge about care of poultry.

3. Lack of enough available improved breeds.

4. Limited feed of proper types.

5. Limited veterinary services.

6. Lack of experience with poultry as a source of cash income.

Problem VI—**Absence of Habits of Growing Vegetables and Fruit for the Family Diet**

Causes of the Problem

1. Eating habits give preference to cereals.

2. Lack of knowledge of the importance of balanced and nutritious diets to family health.

3. Lack of awareness that vegetables and fruit are essential to the diet.

4. Cooking practices that destroy most of the vitamins in the few vegetables which are eaten.

Plans must be laid to overcome these problems. This is one of the major jobs in working with your agricultural production committee.

CHAPTER VII

Village Meetings to Discuss the Agricultural Problems and Their Causes

When each Village Agricultural Production Committee in your circle of villages has analyzed the agricultural problems for its village and has agreed on their causes, it is ready to involve the entire village community in planning changes from the present traditional practices of farming, to new and improved agricultural practices.

The first step in involving each entire village in your circle will be for the Village Agricultural Production Committee to plan a meeting of all the people who are cultivating land and who own livestock and poultry. As adviser to the Committee in each village you have an important part to play in this step.

In preparing for the meeting, you as the Gram Sevak, acting on behalf of the Committee, should prepare a big chart, listing the villages' agricultural problems and causes *as agreed to by the Committee.* (If possible, this information should also be mimeographed or otherwise duplicated so that a copy can be given to each cultivator at the meeting. Both the chart and the material should be in the language that the villagers understand best.)

Also in preparing for the meeting of all villagers, the Agricultural Production Committee must reach an understanding about what will be expected of individual cultivators and what must be done by the Cooperative and Panchayat.

Before the meeting of all villagers is held, the Agricultural Production Committee should meet separately with the Panchayat and the Cooperative to agree on the responsibility each will accept in organizing the village for increasing its agricultural production.

Step two is to call the meeting that has been planned for all the cultivators. You, as the Gram Sevak, should mimeograph an announcement of the meeting. The Committee can then assume the responsibility

for distributing the announcement to each cultivator and owner of live-stock and poultry.

You should arrange to have all the Block technical agricultural co-operative, panchayat staff and the B.D.O. present at the first village meeting to plan for increased agricultural production in your Gram Sevak circle. The meeting itself, however, must be presided over by the chairman of the Agricultural Production Committee in that village. In the meeting the chairman should explain the existence of the Village Agricultural Production Committee and what it has been organized to accomplish. All committee members should take an active part in the meeting. The chairman should explain the work of the Committee to date. He should then call on you, the Gram Sevak, to explain the chart you have made that outlines the village's problems and their causes as agreed on by the Committee. At this time each cultivator should be given the statement you have prepared on the village's problems and their causes. The chairman should then tell about the Committee's meetings with the Panchayat and the Cooperative. He should then call on the president of each of these groups to explain the responsibility each has accepted to help the village increase its agricultural production.

The chairman of the Agricultural Production Committee, who is presiding over the meeting, should make it emphatically clear that the real responsibility for increasing agricultural production rests with each of the cultivators. It is only they who can make the changes that will increase production. After the chart has been thoroughly explained, the entire group should discuss the agricultural problems and their causes and agree on them.

Following a good discussion on agricultural problems and their causes you, with the help of your block officers, should explain the kinds of help that can be made available to the villages from the Block. This is important information for the cultivator to have in thinking about what he can and would like to do.

After this explanation the chairman should announce a next village meeting to be held two weeks later. He should explain that the purpose of the next meeting is to have the cultivators discuss what each of them can and will do to increase his production, and what the Cooperatives and the Panchayat will undertake to help all the cultivators increase their production. The cultivators should be urged to give careful thought to what they can do and come to the next meeting prepared to report their ideas.

CHAPTER VIII

Village Meetings to Agree on Ways to Increase Agricultural Production

The Village Agricultural Production Committee will require a great deal of help from you in preparing for this second village meeting. Also, one of the most important things about this committee is that it gives you a way to help the Block Extension specialist have a more effective contact with the villagers.

The Block Extension specialists (Agricultural, Animal Husbandry, Panchayat and Cooperative) will need to meet with the Village Committee as often as necessary, in advance of the second village-wide meeting, to help formulate realistic recommendations which clearly meet the agricultural conditions of the village. If you arrange to have the Block technical staff working closely with this first village in your circle, you will be assured that the recommendations are technically correct.

This will also help you, as the Gram Sevak, and the extension specialist, to get practice in working together as a team. Furthermore, it will help the Block headquarters to become alert to the types of follow-up that will surely be required, such as help in organizing for the delivery of fertilizers, improved seeds, and other supplies required by the village.

The biggest job of the Village Agricultural Production Committee in preparing for the second village planning meeting is to agree on the specific action that village-family cultivators must take in order to increase their yields and improve their livestock and poultry.

While the plans to be recommended by your Agricultural Production Committees will be different for each village, depending on the types of crops and livestock, the climate and the availability of water, the following list will suggest to you many of the specific types of recommendations the Committees may make :

Village Agricultural Problems

Problem I—**Low Crop Yields**

Recommendations for correcting the problem

1. *Plant only improved seeds :* before improved seeds are recommended by the Committee for planting by all cultivators, they must be tried and compared with seed now used in fields of at least five cultivators in the village. The results of these trial demonstrations must be recorded clearly, for comparison, and given to all cultivators along with the recommendation that they use the new improved seed.

   Once a new seed variety has been tested and can be recommended to everybody, the village must arrange to get the necessary seed multiplied so there will be enough for all cultivators. One plan you might propose is to have several cultivators agree to become registered growers of improved varieties. They can then exchange the pedigree seed with other growers or sell it to them or the cooperatives at a price fixed in advance. The Cooperative should then sell the seed either for cash or on loan to the cultivators.

   The Government seed multiplication farm in the block can be expected to produce the necessary improved varieties but not in sufficient amounts. The Village Agricultural Production Committee, therefore, must develop the plans to produce enough seed so the cultivators can all have what they need.

2. *Use of Green Manure Crops :* Based on the recommendations of the Block Extension agronomist about green manure crops, at least five result demonstrations should be organized among the cultivators in the village to show the value of green manuring. The results of these demonstrations must be reported to all the cultivators when the committee recommends that all cultivators grow green manure crops.

   When the green manure crop has been tested and is ready for village-wide use, the Committee will need to arrange for enough seed by having several cultivators grow the crop for seed which they will agree to sell to the Cooperative at a price fixed in advance. The Cooperative must agree to sell the seed whether for cash or on a loan basis.

3. *Preparation and Application of Compost Manure:* At least five demonstrations should be organized to show how the application of compost manure contributes toward increased crop yields. The results of these demonstrations should be reported to all the cultivators.

The village committee should then recommend that all cultivators dig compost pits and learn the recommended way to prepare and apply the manure.

The Panchayat's help should be solicited in keeping the rubbish out of the village and placed in the compost pits.

The Health Educator and the school teachers should help by carrying on educational programs about sanitary practices. This will help to motivate the villagers to keep the village clean by depositing waste in the compost pits.

4. *Use Commercial Fertilizer:* You should arrange to have at least five field demonstrations to show how yields can be increased by applying fertilizers, before you make a recommendation to all cultivators. The results of these demonstrations should be reported to all cultivators along with the Committee's recommendation for village-wide application of commercial fertilizer.

Before the Committee recommends that all cultivators use commercial fertilizer, there must be an arrangement with the Co-operative to get enough of the type and quantity of fertilizer needed, and there must be provision of the necessary credit for those who may need to borrow money to pay for their fertilizer.

5. *Soil and Water Conservation and Better Water Utilization:* It will be necessary for each cultivator to do certain things on his own lands, but the village committee will need also to formulate a village soil and water conservation program. This will be directed toward stopping soil erosion and holding as much rainfall as possible on the soil. You may find that this requires contouring of the land or other practices. If so, the Block technical staff should lay out a technically sound program of needed contours, drains, checkdams, etc. Technical help from other departments may be necessary, but it will be the Panchayat's task to carry out this program.

In many villages plans will be needed to clean existing ponds and to dig new ponds to conserve the monsoon waters for irrigation.

For irrigated areas in your circle of villages, plans should be formulated to make maximum use of the water for increasing production. In these cases the Block technical staff must help the Village Agricultural Production Committee to formulate its recommendations. To dig and maintain water channels from the canals to the fields must be the responsibility of the village. While the Village Agricultural Committee will have an interest in this problem, it should look to the Panchayat to carry out the program.

6. *Use of Improved Implements and Better Tillage Practices :* The Block's technical recommendations about improved agricultural implements and better tillage practices should be demonstrated by at least five cultivators. The results of these demonstrations should be reported to all the cultivators when the Committee makes its recommendations for village-wide adoption.

In recommending improved implements to the village cultivators, the Committee can arrange with the Cooperative to get the new implements and to either rent them or sell them on credit.

The Committee must also see to it that the village blacksmith is trained and equipped to repair and maintain the new implements being introduced.

7. *Harvesting and Storage :* Since India loses considerable grain, the Committee should, with the help of the Block technical staff, formulate programs which will reduce losses from harvesting and storage of crops.

Problem II—**Fragmented Land Holdings**

Recommendations

If the Agricultural Production Committee is not familiar with action taken in many villages throughout India to consolidate their scattered holdings and the benefits that have resulted, it would be useful to have at least two members of the Committee visit some area where consolidation of holdings has taken place. Legal provisions for consolidation are not the same in all states.

The Agricultural Production Committees in your villages, with your help, should stimulate interest in consolidation of scattered holdings. The actual carrying out of this program, of course, will be in accordance with policies in the State concerned. The Panchayat will be important in preparing the climate of opinion for consolidation and in dealing with disputes among villagers over consolidation.

The land consolidation program should put the land of each cultivator in one block. This unit of land should be equal in productive value to his many previously scattered holdings. This may be accomplished by placing a land-classification value on each strip of land, based on any one of the following :

The value might be—

a. market value, or

b. value in terms of productivity, or

c. rental value.

Regardless of whether the Village Agricultural Production Committee, the Panchayat or a special consolidation committee finally takes the lead in arranging for consolidation of land holdings, the program must be integrated with all-round village development. Particular attention should be paid to the following :

a. Setting aside appropriate land for village roads, drainage, irrigation, etc.

b. Providing land for such community purposes as pasture, fuel plantations, schools, panchayatghars, playgrounds, etc.

c. Providing additional land either for expansion of the existing site, or for a new piece of land, so that the entire village layout may be modernized. This would permit wide drained streets, adequate space for houses with latrines, etc.

d. Schemes for more intensive cultivation by improvement of land, adoption of improved techniques, soil and water conservation and more effective water-use.

e. Setting aside a part of the land for community use for some or all the following purposes :

(i) to grow improved seed for the entire village

(ii) to grow trees to provide supplementary fuel for the village

(iii) to provide green fodder for the village and to establish common pastures

(iv) to develop community orchards and school gardens

The income from this land could augment the village Panchayat funds.

Problem III—Insecurity of Tenure and High Rental Payments

Recommendations

While legislation will be required to settle the question of size of holdings and to establish maximum rental rates, the entire village community should be informed of proposed legislation and be helped to accept and apply the decisions which must be taken following the passing of the basic laws.

Problem IV—Livestock

Recommendations

The block animal husbandry specialist should help you and each Village Agricultural Production Committee formulate realistic achievable programs for each owner of livestock to carry out.

The village committee should take the initiative in :

a. discouraging the practice of allowing stray cattle free movement in the village area

b. castration of all bull calves not to be reared for later use in artificial insemination centers

c. encourage practice of tying cattle and cutting and feeding forage and fodder

d. encourage soil and water conservation practices as a means of increasing grass yields for grazing

e. encourage fewer but better cattle for both milk and work

f. encourage all who own cattle to use the artificial insemination center

g. encourage inoculation against known diseases.

Problem V — **Poultry**

Recommendations

The Block technical specialist in Animal Husbandry and Poultry should assist you and the Village Agricultural Committee to develop a poultry improvement program which can be carried out in the village. Some of the specific things the committee should encourage are the following :

a. arrange demonstrations by at least five cultivators that show the superior quality of improved poultry, properly cared for

b. develop a plan for getting improved cocks in exchange for the traditional birds

c. encourage vaccination of the chickens against known diseases

d. wherever local custom permits, encourage eating of both eggs and chickens as a means of improving the family diet.

Problem VI — **Absence of Habits of Growing Vegetables and Fruit for the Family Diet and Consuming these Foods**

Recommendations

. Emphasize through illustrated educational programs the specific

contributions each recommended vegetable and fruit makes to the family diet.

2. Emphasize through illustrated educational programs the importance of adding to the family diet the food values contained in the recommended vegetables and fruits.

3. Request that two acres of land be set aside for a school vegetable garden and orchard, wherever permissible, and if satisfactory arrangements can be made for protection outside school hours and during holidays and vacations. (The Panchayat or a villager with large holdings can contribute the needed site). As Gram Sevak and on behalf of the Village Food Production Committee you should assist the school in planning for the orchard and the vegetable garden.

   Use the produce of the school orchard and garden for a school lunch program. First emphasis should be on eating what is produced. What is not consumed at school may be sold for money to purchase supplementary food items appropriate for a balanced school lunch program.

4. The Village Food Production Committee should give just as much importance to getting all villagers interested in growing and eating vegetables and fruit, as it does to getting village cultivators to adopt improved agricultural practices.

5. Demonstrate and create village interest in growing and eating vegetables and fruit. Each member of the Village Food Production Committee should agree to take up the growing and eating of vegetables and fruit.

6. The growing of vegetables and fruits may be taken up by Young Farmers' Clubs as group projects.

7. All suitable unused village land can be assigned to landless labourers and they can be helped in developing programs to grow and eat vegetables and fruits.

Once the Committee has developed a village plan for improving agricultural production and increasing the quality of livestock and poultry, it is ready for the second village meeting. This is to present the plan, and to invite village discussions and suggestions. Many of the programs for improving agricultural production will already have been successfully

demonstrated in the village (during the past six years of Community Development). Hence, the committee can draw on this information which will be available from both the Gram Sevak's diary and from the cultivators on whose land the result demonstrations were carried out.

Where programs for increasing agricultural production have been demonstrated and the results are available the Committee can go ahead with recommendations to all cultivators.

For the practices recommended by the block technical staff but not yet tested and demonstrated in the village, the Committee's recommendation should be to set up at least five result demonstrations for each improved practice which offer promise for increasing agricultural production.

CHAPTER IX

Getting Each Cultivator Family to Adopt the Village Agricultural Production Committee's Recommendations for Increasing Production

The very important work which you and the Village Agricultural Production Committee will do as outlined in the two previous chapters will, while important in itself, bring limited response unless the Committee (with your help), formulates a plan to maintain direct and continuous contact with all the cultivators and growers of livestock and poultry.

For the follow-up program each of the cultivator members of the Village Agricultural Production Commmittee must assume responsibility for regularly keeping in touch with his share (one fifth or less) of all the cultivators in the village. (If there are 50 cultivators, he will have no more than 10 with whom to work). The presidents of the Panchayat and the Cooperative will have a corresponding duty to carry out the responsibilities accepted by their groups. Each committee member in your villages should without exception demonstrate all the improved practices which the committee feels have promise for increasing the agricultural yields in the village. You should arrange with him to invite all his ten or more contact-cultivators for discussions and field observation of each step of the demonstration. This will be the first step in helping all the cultivators to know what is being tested. It will help them learn how to follow the new practices if the demonstrations are successful and are later recommended by the committee for village-wide-adoption.

The committee members have been selected because they are the more progressive cultivators in the village who now follow some of the improved practices. Each committee member should, for each practice he demonstrates, persuade one of his ten contact-cultivators also to conduct a demonstration. This will help the testing of new practices close to the cultivators who are following traditional practices and who must change in order to increase agricultural production.

When a practice has been demonstrated and recommended by the

Village Agricultural Production Committee, each committee member should try to persuade his ten contact-cultivators to adopt it. This will mean "follow-up" work with all ten. If the recommendation is for a new variety of seed or for the application of a specific type of fertilizer, each committee member must help each of his ten contact-cultivators to get orders placed at the Cooperative at least three months before the supplies are required. The committee members should also know which of the cultivators will need credit at the Cooperative.

When the total needs for quantities of seeds, fertilizer, implements, insecticides, etc. and when the amounts for which credit is necessary are known, the Village Agricultural Production Committee should meet with the Cooperative to make sure that orders are processed promptly so that supplies reach the village in time for use. The Committee and the Cooperative also must make a plan to provide credit to all who need it. This will probably mean that all the cultivators who are credit-worthy must be asked to underwrite loans in kind on behalf of the Cooperative to the other cultivators who cannot qualify for credit. (This will be discussed in more detail in the chapter on Cooperatives).

Since village agriculture in India is continuous throughout the year, the Village Agricultural Production Committee should meet at least once a month. It should conduct village-wide meetings well in advance of each major farming activity. For example, there should be a yearly village meeting ahead of the seasons to make plans for preparation of the soil, planting, cultivating, irrigation, harvesting and storage or marketing. Each committee member should follow the village-wide meeting by meetings with his own group of contact cultivators. You should help them make these arrangements.

Committee members may meet their ten contact cultivators in the homes and on the lands of other members. A meeting to discuss the details of preparation of the soil for planting might be held on one cultivator's field, a discussion on irrigation at another cultivator's land, etc. Once a month you should encourage the committee member and his ten contact cultivators to go on a walk to each of their fields. This exchange of experience and field observations will be an added stimulus for those who are doing well to do still better, and for those who are farming poorly to increase their efforts. It will also provide a direct teaching and learning experience in farming methods.

CHAPTER X

The Panchayats' Role in Increasing Food Production

The Panchayats in each of your villages have a very important task in helping the cultivators change from traditional agricultural ways and to accept improved practices. Most of the actual work required in agricultural production must, of necessity, take place on the individual cultivator's lands and is the responsibility of the cultivators. However, there are a great many things which require organized effort and cooperation of the entire village.

Each village situation in India is different, and of course, State policies concerning Panchayats are different yet one can identify many common problems. Some of these which require the leadership of the Panchayat in helping the village take steps to increase its food production are listed below:

— The consolidation of small, scattered, individual land-holdings. The Panchayat can hasten consolidation by creating interest, settling disputes and urging acceptance.

— Planning and maintaining village approach roads essential to bring in supplies for production and to take agricultural products to market.

— The management of village lands for grazing, forest, etc.

— Getting entire village acceptance in laying out and maintaining contours for soil and water conservation.

— Mobilising the village to clean existing ponds, desilting of irrigation canal channels, digging new ponds to conserve the monsoon rains for later use in irrigation, and repairing tanks.

— When canal irrigation is practised, the construction and maintenance of village channels should be undertaken by the Panchayat.

— The panchayats should assume over-all responsibility for village development, including agricultural production.

CHAPTER XI

The Cooperative's Role in Helping the Village Increase Food Production

If village cultivators are to succeed with scientific practices they must learn the importance of cooperating and working together. Because of small holdings and limited capital the cultivators face definite limits in what they can do as individuals, but as a village community they can be strong and effective in applying improved agricultural practices.

Again, policies are different in different States, but there are many things village cultivators can do together and through a village Cooperative with the advice and counsel of the block specialists. The following are some of the most important :

— Stocking the required agricultural supplies, such as seeds, fertilizer, implements, insecticide, etc.

— To supply the needed credit is one of the most important things the Cooperative can do as a contribution to the village efforts to increase food production.

— Once the crops are produced and ready for sale, the individual cultivator is at the mercy of the buyer unless there is a cooperative warehouse for storage. A village Cooperative which has a godown for storage can advance the cultivator money on his crop and store it for sale when prices are the most favourable. To have this needed marketing service performed by the Cooperative will be one of the greatest possible helps to the cultivators in adopting improved practices.

— With small land holdings there are a number of agricultural practices which individual cultivators cannot afford to adopt individually. For example, a given cultivator might find a stud bull too expensive. But the Cooperative could own and hire out a number of stud bulls. Likewise, small holders cannot afford a tubewell for irrigation but

by working together as a Cooperative, they could.

— Very small land holdings are usually poorly farmed. If a number of the small land holders joined a farming cooperative and agreed on a farm management program in which the land would be farmed as a unit, each would earn a greater return, and village agricultural production would be greatly increased.

CHAPTER XII

Village Women Have an Important Place in Increasing Food Production

Agriculture is a family enterprise. All members of the family, men, women, and children are therefore involved in the processes of increased food production. The women must fully understand and discuss the village agricultural problems (Chapter VI) if there is to be improvement in food production.

Women are more inclined to be more conservative, to resist changes in their traditional way of doing things than men are. Once they are convinced that increased food production is possible, they not only influence the men in their own families, but also influence the women within their own family as well as all their women neighbours.

The women will influence their family's interest in increased production because it will give added income to improve the family living in health, in education, in better homes, in better schools, in better health services. Each mother wants the very best for her children. You must use this interest to bring about the changes necessary for improved agriculture which will then improve family living.

Study the work of the women of the village. Does she milk the animals ? Does she feed and care for them ? Does she plant the grain and vegetables ? Does she care for the poultry ? Does she carry the rubbish away from the house ? She is the one who needs equal information with the men on planting in rows, making a compost pit, caring for animals and poultry, as well as all the other information. It is your job to see that the women are as well informed as the men. You are responsible to see that she is well trained in all the agricultural lines she performs.

Very often you cannot work directly with the women. You can arrange, however, for the women to be present at your meetings by having a special seating arrangement for them, or having a loud speaker

arrangement so they can hear you while they are screened from the public eye. Get the agricultural committee to help you figure out how to do it.

The Gram Sevika in your area has a very important part to play in organizing the village to carry out an intense drive to increase its food production. You must work with her so she can help the women understand all the improved agricultural practices being recommended. She must organize programs to demonstrate and train all the women in all the new agriculture practices which lead to improved family living as a result of increased food production. You must help her.

It is the Gram Sevika who will be able to persuade women to plant kitchen gardens, to add milk, vegetables, fruits, and other foods to their diets. It is the Gram Sevika who will demonstrate how to improve their cooking practices so all the food value is saved in the cooked foods. These changes in eating habits will lessen the demands for cereals and also improve the nutrition of village families.

Since women do play such a important part in carrying out agricultural practices, and since they must be convinced about the advantages and know-how to carry out the improved practices, it is suggested that as a start in involving the women, the wives of the men members of the agricultural production committee form a women's committee to have responsibility for educating the village women about improved agricultural practices. They can become the campaign managers for improved family living through using improved agricultural practices leading to increased food production.

CHAPTER XIII

The Youth of the Village must be Included in a Program to Increase Agricultural Production

Young people have fewer biases than older persons against trying new methods. Later, when the new methods have been seen to produce superior crops, livestock and poultry, older persons will more readily accept the improved practices.

Also, it is very important to understand, the youth in your villages who are trained today to think along scientific ways of farming will be the village cultivators and leaders of tomorrow.

The village Agricultural Production Committee, thus, should take an active interest in having one or more Young Farmer's Club organized in the village. The village boys and girls then can have the experience of being responsible for specific projects, working in accordance with recommended improved practices These Youth Clubs will also provide experience in working together and will result in the early development of youth leaders.

So that the Youth Clubs can feel they are a part of the Village Agricultural Production Program, the committee should select an adult village leader. He, with your help and with the help of the Gram Sevika should encourage and help in organizing the Young Farmers' Clubs. Once selected, these adult leaders for the Young Farmers' Clubs should then become members of the Village Agricultural Production Committees. A variation possible in some regions might be a father-son club, in which fathers and sons would work together on agricultural projects.

The club members should be encouraged to carry out individual and group projects in agriculture and homemaking from the improved practices being demonstrated and recommended for the village.

CHAPTER XIV

The Job of the Gram Sevak in working with the Village Committee on Agricultural Production

The program evaluation reports, during the first five years of community development, have emphasized repeatedly the fact that large numbers of cultivators in the villages of India are unaware of the Gram Sevak's recommendations for improving agricultural production. These reports have emphasized further that many cultivators, after trying a new method, have reverted to the old practices. Still others have adopted an improved practice but are carrying through only one or two steps instead of the complete practice. These facts can mean only that to date the Gram Sevak is not reaching completely and effectively all of the cultivators.

When you have organized an Agricultural Production Committee in each village of your circle, and each committee member has agreed to maintain contact with 10 or more cultivators for helping acquaint them with recommended practices, you will have the organization necessary to reach effectively all cultivators on a continuing basis. You must remember, however, that this machine will not run or perform very well on its own. It must constantly have an operator, or an engineer, to help it operate. That person is you, the Gram Sevak.

You must constantly stay in contact with the committee members and work closely with them, helping them with their problems, training them for the tasks they are to perform, continuously encouraging them and providing professional assistance. Their success will in the end be determined by the training and leadership you provide for them and the extent to which you can stimulate them to do their part of the job.

As Gram Sevak, and adviser to the village Committee on Agricultural Production, it will be your job to assist in holding both Committee meetings and general village meetings. You must also help the Committee to organize and follow through with all the result demonstrations to test new practices before they are recommended later for village-wide adoption.

As Gram Sevak, your success in increasing agricultural production will in a large measure be determined by your judgment and skill, first, in helping select five or more of the most progressive cultivators to form the Village Agricultural Production Committee. Next, your success will depend heavily on the way in which you establish and maintain affective working relationship with these cultivators as individuals and as Committee members. It must be your purpose to inspire them as members of a team to accept and discharge their responsibility for mobilizing public support. Then you must encourage them to work continuously with their share of the cultivators, helping them all to develop individual family plans for adopting recommended improved practices.

Since the president of the Panchayat, the Cooperative, the Farmers' Forum, the village school teacher and the adult leader of the Young Farmers' Club will also be members of the Village Agricultural Production Committee you will be familiar with the responsibilities they have accepted from the Committee. It will take the combined effort of all individuals and organizations in the village, all working with your help in teaching and organizing to get the increased agricultural production that is so urgently needed.

PART II

IMPORTANT EXTENSION METHODS FOR YOUR USE IN INCREASING AGRICULTURAL PRODUCTION

CHAPTER I

In a Village Agricultural Production Program, the Gram Sevak Must Become Effective in the Use of Many Extension Educational Methods

Extension methods are your tools as a Gram Sevak in approaching, working with, and influencing village people in all aspects of Community Development, whether health, village industry, or agriculture. By using extension methods—that is, methods of contacting and extending "know-how" to the people who live in the village of your circle—you arouse their interest, and lead them to have successful experiences with new ways of doing things that are an improvement over traditional practices. This applies to your work in any field—and especially, at this time, to your high priority efforts to increase agricultural production. Extension methods are to the Gram Sevak what machines, wrenches, screw-drivers, vices, and hammers, are to the mechanic. An effective mechanic has available and knows how to use the tools required to do a given piece of work. His effectiveness as a mechanic lies in his ability to do many complicated jobs; this in turn depends on his having access to the required tools and in knowing how to use them properly.

To become efficient in the use of extension methods you must know what methods are available to you as a Gram Sevak; when to use each method; and how to use it effectively. To guide you, the Gram Sevak, in your use of extension methods this section presents the more important methods, discusses the potential use of each method, and gives guidance for its application in working with the cultivators in your villages to organize and educate them to the point of accepting and following improved agricultural practices.

In thinking about and using extension methods, you must always search for those methods which will produce the desired results. Some methods are useful to attract attention; some are helpful in prying open the minds of the villagers, making them inquisitive; some are used to demonstrate new ways of doing things; some are to test out new methods under village conditions so the villagers can see for themselves the merits

of the new practice and some are to be used in getting village people started in thinking and acting together.

Your success in getting the village organized for an agricultural production program and in making the organization work effectively will depend on your ability to create interest among cultivators in a higher level of living ; your ability to help villagers understand how they can achieve the higher level by their own effort, and on your ability to help them gain the skill necessary to do so. To carry through on this task you will use several extension methods. These must be properly selected and used skilfully in relation to each other. Your experience will reveal that several methods properly used rather than just one or two, will speed up eventual adoption by villagers of the many technical recommendations.

CHAPTER II

Extension Method No. 1—Direct Contact

The extension method you will use first and most frequently is direct contact—face to face relations with village people individually and in groups. The most important thing for you to remember about direct contacts is the importance of having something specific in mind that you want to accomplish. In the first round of village "get acquainted" visits you will be using almost exclusively the 'direct contact' method. For these initial direct contact visits, you should have four objectives in mind :

1. To discover to whom the village people look for leadership and for what purposes ;

2. To explain the objectives and methods of the Community Development Program, with emphasis on the agricultural production aspect ;

3. To sound out possible villager interest ; and

4. To learn from the villagers what they consider to be their village problems and what interest they have in solving them.

As your work continues, you will make more and more direct contacts with villagers in groups. These group contacts will be for the purpose of arousing the villagers' interest in new village problems and to get them thinking that it would be a good thing if they started trying to work out their own solutions. One danger, to watch out for, is that you may want to "rush" the villagers to take action on some problems you feel is urgent, rather than waiting to hear what the villagers mention as their problems and finally getting agreement between them and you on what the most important problems are.

Since direct contacts revolve around conversations, the following are some suggested guides which will help you to make your direct contacts

more effective :

1. *Be sincere.* In other words, make it clear by your manner of approach that you understand and like village people and that you want to help them.

2. *Be friendly.*

3. *Develop the art of listening.* If you don't let them talk and hear what they have to say, you cannot know their feeling about problems and needs.

4. *Be sure of your facts.* When you don't know, say you don't know but that you will find out and let them know later.

5. *Develop the skill of allowing the individual or group to feel that the idea has come from them,* when new and significant ideas develop out of your conversations.

6. *Use simple language having meaning to the village people.* This is necessary for good communication.

7. *Avoid arguments.* They will never pay-off in educating people.

8. *Feel and express a genuine friendliness and appreciation when leaving.* Strive to create desire on the part of the people to want you to return soon and often.

Direct personal contact is the most powerful method you can use. Your skill in the use of this method will largely determine the closeness of the human relations you develop, the confidence the villagers have in you, and ultimately your success as a Gram Sevak.

CHAPTER III

Extension Method No. 2—Result Demonstration

People in your villages are like people everywhere : they follow the traditional ways which have been handed down from the past because they know what results can be expected and do not know what other results are possible. So far as agriculture is concerned, villagers think they cannot afford readily to accept and experiment with new agricultural practices because they have very small acreages. The villager operates on such small margins that he cannot afford to take the risk of getting lower crop yields than those which he is confident of getting from his traditional practices.

You, as Gram Sevak, and the technical Block staff must understand that the villager is operating within his own range of experiences and that they are limited largely to the village ways of doing and thinking. You, on the other hand, are concerned about how to change the villager's traditional ways of doing and thinking. Since the members of the Block technical staff will have many thoughts about how to improve village agricultural practices, they must think carefully about how to work with you in helping the villager change, and they must be very careful to guide the villager in making changes so that his experience will be satisfactory. Satisfaction with results in one change leads persons to try still others and discard more of the other practices. This is the way educational progress is made.

In seeking to change village agricultural practices you must take much time to understand why the villager does things the way he now does them. The Block technical staff will have in mind new practices, which have been developed at other places under different conditions. The question which confronts you as Gram Sevak is how to get the villager to try and adopt these new procedures. The adaptation of scientific recommendations to village conditions must, if it is successful, be a process of grafting the new on to the old in much the same way the horticulturist grafts a new bud on old root stock.

For the Block technical staff and especially for you as Gram Sevak,

the result demonstration will, if properly used, be a successful method. It will demonstrate under village conditions how new practices can produce better results than the traditional village agricultural practices could possibly yield.

You will be wise to place high faith in the result demonstration as a method of gaining village acceptance. It will promote the adoption of many findings of science which the Block technical staff recommend. There are many reasons why you should place high priority on the use of the result demonstration ; and some of the more important reasons are as follows :

a. From the point of view of your working relations with the village people, it is of utmost importance that they succeed when they try the recommendations. If the technical recommendations are to succeed it is important that they be carried out correctly, in detail and in appropriate sequence. To leave out one important step may mean failure to convince village cultivators to adopt the recommendations.

b. To assure maximum village acceptance, each practice being demonstrated should, insofar as possible, be tried out first on the farm of each of the members of the Village Agricultural Production Committee. This creates interest and is a safeguard against possible failure.

c. As you and the technical agricultural staff work intensively with the villagers on a specific result demonstration, you will find that refinements and adjustments need to be made before you recommend that all villagers adopt the new practice.

d. Only as you go through the process step by step with your Agricultural Production Committee members will they come to understand the step by step educational program. They in turn must help organize and use to guide all the rest village cultivators in adopting new practices.

The result demonstration will be useful in preparing the people in your villages to accept such improved agricultural practices as the following :

1. Using improved cultivation practices
2. Using insecticides to spray growing crops

3. Using improved seed

4. Using fertilizer

5. Using compost and green manuring

6. Using improved implements

7. Using water for irrigation properly.

The result demonstration is your best method to test an improved agricultural practice under village conditions and to show the farmers its value. Your hope is to make the demonstrations successful so that many villagers will immediately adopt the practice. Hence it is important from the beginning for you to have each committee member who is demonstrating a new practice to include his ten contact-villagers in continuous observation and periodic discussions of the demonstration. Only in this way can all of them be informed about all the steps that are involved in the practice. The earlier these people—who will benefit in the long run—can be made interested in observing the steps of the demonstration the better idea they will have about the value of the practice demonstrated and how they can use it. If a large number of people do not follow the demonstration through all steps it cannot be considered successful. Without this participation its results will have only limited impact on those whom it was designed to influence.

In planning and conducting a result demonstration, you should keep clearly in mind the following points :

1. First, be sure that the new practice to be demonstrated is one the majority of the villagers actually can adopt if the demonstration is successful.

2. Be certain that there is at least a nucleus of village interest in the problem the demonstration is to assist in solving.

3. Be sure you are, yourself, well enough informed to guide the demonstration through all the steps considered essential for a successful demonstration.

4. Be sure the Block staff can follow through on each step where staff assistance is required.

5. Be sure each committee member is prepared to carry on the demonstration on his own land.

6. Arrange to have the cultivator-demonstrator agree to select a plot of land on which he will continue to follow his regular methods, and a second one of the same size and soil quality on which he will follow in detail the new practice to be tested. Remember, the result demonstration must test the new beside the old, and provide for comparing results.

7. The plot selected for the demonstration should, if possible, be near a road where people can see it as they pass by.

8. If a crop is involved in a demonstration, be sure that the ten contact cultivators visit the demonstration on at least three occasions: first, when the demonstration is being started, second at mid-point in growth, and third at the end or harvest time. You should plan to be present for each of these three occasions to help all the observers to understand the demonstration, and to evaluate the results.

9. If you and the Village Agricultural Production Committee are to use the results of a demonstration in the educational program to promote widespread adoption of the new practice, you should have at least five comparable demonstrations in each village. You and the villagers carrying on the demonstration should keep precise records, so that the true effect of the demonstration will be known. Photographic records of results from the demonstrations will be extremely useful for work in other villages where demonstrations are to be organized and in encouraging other villages to adopt the practice.

Specifically, if you are inexperienced in extension educational methods, the result demonstration is almost a fool-proof approach when its objectives are understood and its steps are followed carefully. The results of successful local demonstrations provide for you the most powerful information obtainable for use in continuing your educational program to get all villagers to adopt the practices applicable to them.

CHAPTER IV

Extension Method No. 3—Method Demonstration

Showing others how to improve something they are now doing, or teaching them how to do something new, is a Method Demonstration. If a villager has purchased an unfamiliar agricultural implement and you show him how to use it and continue using it properly, you have conducted a successful method demonstration. If you show a group of village women how to set out rice seedlings properly as a step in the use of the Japanese method of growing rice, and then if you take them through the steps in getting out the young seedlings, each woman who observes and participates can repeat the process. This is a method demonstration. A method demonstration, then, is a systematic way of showing a person how to carry out a practice. This is one of your most useful tools.

As you gain acceptance in the villages of your circle you will have daily opportunities to assist village people to improve on the methods they are now using and to train them to do many new and useful things. In this connection, however, you must use good judgment and not criticize the way people do things. Remember always that the practices people follow are the practices they know. To them, what they are doing is best. Other methods may have been tried in former times and discarded as unworkable in the village. Also, of course, you must know yourself how to do with ease and effectiveness the things being demonstrated to the villagers. You can't teach effectively things which you cannot, or are not willing to do, yourself. Nothing will cause you to lose face in the village so fast as to try to show the villagers how to do something when your actions reveal that you yourself do not know how to do it, or that you are not willing to do it.

The method demonstration offers you a unique opportunity to function as a teacher—showing and training people how to do useful things. In the first instance, the method demonstration may be used to attract villagers' attention. Once attention and interest have been gained, the teaching-learning process can follow. For example, villagers may not know the many advantages of the smokeless chulha until they are

demonstrated. A simple method demonstration will show that it conserves precious fuel and keeps the smoke out of the house. As village interest develops, you and the Gram Sevikas will yourselves go through the process step by step explaining what you do, why and how. Following this step by step demonstration the villagers may then follow each step by themselves, repeating what you have showed them. As the villagers participate and learn how to build and use a smokeless chulha, you can have the satisfaction of knowing you have made appropriate and effective use of the method demonstration as an extension teaching method.

Following are some suggested uses of the method demonstration in your village programs to increase agricultural production :

1. Planting seed in lines

2. Using an improved agricultural implement

3. Hitching bullocks to increase their power

4. Treating seed to control disease

5. Vaccinating chickens and livestock

6. Using a mechanical spray.

In planning the demonstration, give careful thought to selecting the appropriate leader on whose farm, or in whose house, the demonstration is to be conducted. Remember, if a leader with your guidance organizes the village to participate in the demonstration, an important step will have been taken in gaining village acceptance of the new method.

In conducting the demonstration you should keep the following points in mind :

1. Have as many villagers present as possible. Remember, the method demonstration is effective only as the people see, hear, understand, and themselves learn to do what is being demonstrated.

2. Tell the villagers what is being demonstrated as you start the demonstration.

3. Tell them why the demonstration is being conducted.

4. Show the villagers how to do the job.

5. Have the villagers themselves go through the steps of the demonstration so they can repeat the process themselves without further assistance.

6. Encourage questions and discussion from the villagers at each step in the demonstration.

7. It is of absolute necessity for you yourself to be skilful in conducting such demonstration.

After you have conducted a given method demonstration, you should follow up with interested villagers encouraging their adoption of the new methods. In these follow up visits you should be alert to discover what things may prevent adoption of the new method, such as lack of available materials or criticism by members of the family who did not see the demonstration and who belittle the new way.

The way to test the effectiveness of a demonstration of a new method is to observe the number who adopt the method. You will find that the success of the method demonstration will, among other factors, be dependent on the following things :

1. The extent to which the new practice demonstrated is really important to the villagers.

2. The extent to which the equipment and materials necessary to carry out the practice are available to, and can be afforded by, the villagers.

3. The care with which you have prepared yourselves for giving the demonstration so that villagers will recognize your own superior competence as you conduct the demonstration.

4. The extent to which all equipment needed for the demonstration is readily at hand and the skill with which you use it.

5. The extent to which you have selected a recognized, or highly potential leader, on whose land or in whose house the demonstration is to be conducted.

6. The care with which the villagers have been told of the meeting well in advance, including the hour and place of the demonstration.

7. The extent to which the villagers are encouraged to want to learn the new method ; the extent to which they learn how it will be of value to master the new method.

8. The success you have in showing the villagers how to do the new work.

9. The care you take in encouraging them to repeat the steps under your supervision to a point at which they master the method.

10. The fitting of the new method into a definite plan for village improvement.

11. The extent to which villagers are convinced that it is important for all of them to follow the new practice.

You will be wise to accept the broader challenge of teaching village people many new things through the method demonstration. The effective use of the method demonstration will help much in making certain that village people will be successful with the new practices they adopt.

CHAPTER V

Extension Method No. 4—Working with Village Leaders

Since the objective of the Community Development Program is to develop a "people's program", it is essential that you encourage and train village leaders, and that you develop effective working relationships with them. This is true, whether dealing with agriculture or some other aspect of village development. Experience with extension and village self-development programs all around the world supports the conclusion that the single most important extension method is working with village leaders. Good or bad, progressive or constructive, these individuals guide village thinking and actions. All village groups, both informal and those formally organized, function through recognized leaders.

Working alone, and relying only on individual village contacts, you cannot greatly multiply your efforts. Working through village leaders, however, ideas spread and become group-wide and village-wide. You can see how stimulation for action grows from within the group of cultivators to whom you want to be useful.

You will always be searching for leaders. The existing leaders should be recognized and used in keeping with their capabilities. As your villages gain experience in development, new situations will produce new leaders. Frequently your guidance from outside can help to create opportunities for potential leaders to emerge and to be recognized.

You will find that there are always some people who want prestige. Therefore, they readily push themselves to the front. However, the effective village leader is one who has, or in due course will, possess, the following characteristics and patterns of behaviour :

1. Lives by a good set of principles, and thus sets a good example.

2. Is looked to by others for leadership.

3. Gives credit to others for good work or significant ideas.

4. Is dependable.

5. Has faith in people's ability to do significant things for themselves.

6. Is fair to all.

7. Has patience with different points of view.

8. Is himself eager to learn.

9. Stays by a job until it is finished.

10. Is progressive in his farming methods.

First, of course, you should recognize the existing popularly elected leaders like sarpanches or panchayat members and officers in cooperative societies. You should also seek to discover and develop new leaders. The best way to find out who the potential new leaders are is to ask a number of villagers to tell you who among them would be good to take the lead in getting other people to think through a problem, organize themselves for doing something about it, and carrying out the steps necessary to solve the problem. If it is an important job the villagers will concentrate on naming one or two people. Through the natural leaders, ideas which come from you can be integrated quickly into village thinking, planning and action.

Most villages have several natural leaders. As your villages gain experience in self-help development, new leaders will emerge. You should always be planning ways to use all the natural leaders and to develop new ones.. It is especially important to be watching for young leaders, helping them into new leadership responsibility as they develop. Working through village institutions (panchayats, cooperatives, agricultural production committees, etc.,) will provide growth-opportunities for village leaders.

Leaders, like anyone else, will appreciate being recognized by the village and by you. The simplest way to give recognition to the natural village leaders is to see that they are in the front when visits are received by the village, whether by the Block staff or other outside visitors. You should remember that as the village leader is recognized, he will exert renewed effort. The better the natural leaders function, the more

successful you will be in stimulating and guiding a comprehensive village agricultural development program. Some good ways you can recognize village leaders and build up the important part played by the natural leaders in village development are :

1. See that leaders are recognized at village meetings and asked to tell what the village has done and how it was accomplished.

2. Plan tours for the village leaders both within and outside the Block.

3. Find simple ways of rewarding them, such as presenting them with a package of improved seed or a new improved implement.

For village leaders to be fully effective they should be brought together into both village worker circles and block leader camps for training from time to time. In these camps, which might last for several days at a time, the leaders should have ample opportunity to exchange experiences, to learn from each other and from the Block technical staff the progress achieved and problems encountered in improving all phases of village life. Where one village failed another may have succeeded. This form of exchange of ideas is one of your most effective extension methods. By helping to analyze what various villagers have done, how they approached their problems and with what degrees of success, you and the Block staff can make a leader training camp very useful as a means of training leaders. Through these circles and block leader training camps the village leaders in attendance will pick up new ideas, gain new inspirations, and gain a new sense of their importance in village agricultural development.

CHAPTER VI

Extension Method No. 5—Working with Village Organizations

You must understand from the beginning that some of the village's agricultural problems can be solved only through group effort—which means some form of organized group having a leader or leaders. This is true also for other phases of community development, but it is especially important in working for urgently needed increases in agricultural production.

The first six years of experience with the Community Development Program in India makes unmistakably clear the absolute necessity of having a village-wide, organized body to sponsor and guide the Village Agricultural Development Program. Until and unless there is an organized body in each village to sponsor the agricultural production program, the various activities undertaken are likely to be only those which the Block staff sponsors. With this method only, the results cannot be looked upon completely as village achievements and will likely not be as extensive.

In your initial approach to the villages you might suspect that group action as a method is ruled out because there are so few organized groups with recognized standing. Because villages today do have so few effective organized groups, beyond the panchayats and cooperatives, you must accept this as a village problem, just as you accept low crop yields and poor sanitation as being village problems. The absence of organized village groups beyond the Panchayat and Cooperatives confronts any Gram Sevak with a dilemma. To tackle effectively many of the village agricultural problems, effective group effort is required and the number of organized groups is almost nil. Faced with this situation, you might be inclined to take matters into your own hands, and decide what should be done in the village, and start trying to get the villagers to carry out the programs you have in mind. To do this is to impose programs on the people. It not only results in little or no gain but can actually set people against progress.

In initiating the agriculture program in a village, you must take time to interest a few progressive cultivators that an intensive effort to increase agricultural production is so important that they must themselves exert real effort. You may be sure that people can be guided in organizing themselves to take action on the things which they themselves recognize as being important to most of them. Numerous illustrations from India's own experience, show that programs which start from the people's own concern through their leaders and involving their own group effort generally succeed. More than this, they inspire the people to tackle other problems, which in the initial stages were not considered important, or about which people felt they could do nothing.

Group thinking, planning and action should become objectives and goals in their own right, in your day-by-day relationship with the village people.

You should use village groups and group action as an extension method in focussing village attention on agricultural problems. You should use these methods also to mobilize the village to increase its agricultural production through the acceptance of improved practices. First, through personal contacts, then, through small informal groups and later, through larger groups, you can involve the village people in taking a look at themselves and at their many agricultural problems. Various points of view gain expression in group meetings and the interest of the villagers is aroused in wanting to do something about solving their problems. When enough concern is generated about a problem from within, the village people can be moved to action ; the decision to do something has come from them. Also, through these discussions and expressions of concern, leaders emerge around whom group action can be directed.

Fortunately, to guide you in thinking about group methods, the results of a great deal of research are available. Much is known about the processes and methods of involving people in discussions which can lead naturally into decisions about what to do, to the formation of groups and to starting group action. Among the more important generalizations which can be made from this research are the following :

1. The first step is for you to discover several people (in your direct contacts) who have an interest in some problem which might be fairly widely recognized.
2. You should then arrange a meeting of these interested persons

and others they feel are interested in the problem for a very informal discussion.

3. The group of these people should continue the discussions if the first informal meeting confirms their interest. If the meetings are well planned and skilfully guided, sooner or later some one will start urging that the village get itself organized to solve the problem.

A few general guides will be useful to you in making these village group discussions fruitful.

1. Never let the impression gain ground that your solution is the best.

2. Never condemn existing practices ; suggest there are other ways too, which may be explained and discussed.

3. No pre-conceived ideas should be thrown into the meeting merely for acceptance without discussions.

4. Do not feel frustrated if an initial attempt fails to attract attention, much less acceptance.

5. Go to the meeting prepared to help guide the discussion. Study the problem. Have whatever facts are available assembled and interpreted so they will have meaning to the village. A clear conception of what is technically and financially possible should first be obtained from Block Headquarters.

6. Before starting the meeting, try to be sure everyone is comfortable so the group will be relaxed and able to direct their thoughts to the topic being discussed.

7. The best discussions will be had when the people are seated in a circle so everyone can see the face and expression of every other person.

8. Start the meeting off by having the group leader explain the problem for discussion. You will generally find it will help to spend a few hours with the person who starts the group before it meets. This helps the leader to be clear in his own

mind about the problem to be discussed and the objectives he should hope to achieve in the meeting.

9 Speeches should be discouraged. The objective should be to secure the expressions of as many individuals as possible.

10. The discussion should be kept focussed on the problem, hoping to gain group acceptance of it and to intensify people's concern to the point of eventual action. If the group reaches the point of action another meeting should be called to plan the action.

11. In the meeting called to plan for action, you should bring with you the necessary technical specialist from the Block staff. The technical specialist should attend this meeting for the purpose of guiding the action steps and not to give the group a formula.

12. In planning action the group should be clear as to who is expected to lead the action and what various individual villagers are expected to do. There should also be a clear understanding about the nature of the technical help which the village has requested from the Block staff. In brief, the action steps should specify what is to be done ; how it is to be done ; who is to do what ; when each action step is to be taken ; and what follow-up may be required such as maintenance and servicing.

By way of summary, you should seek to guide each group which is concerned about specific problems to move through six specific steps :

1. Through discussions come to group recognition of the problem and create a desire to solve the problem.

2. Seek technical advice to know what alternatives there are for solving the problem.

3. Select the alternative which the group feels best fits their situation.

4. Reach a decision to take action.

5. Plan a joint course of action.

6. Begin the work.

You will find that people in your villages will gain experience in organizing to solve problems or to provide themselves with more and better services. Their experience in working together will become accumulative and with limited help from you they will take action more and more on their own initiative.

PART III

EVALUATING RESULTS

CHAPTER I

Evaluating the Rate of Acceptance of Improved Practices by Cultivators

Important national studies will continue to be made by the Programme Evaluation Organization of the National Planning Commission.

However, it is for you to keep clear watch on progress or lack of progress in the villages of your own circle with respect to the urgent and necessary efforts to increase agricultural production. As Gram Sevak you are to give priority, within the whole program of community development, to an Extension Education program involving the cultivators, the Panchayat, Cooperative, Village School, Farmers' Forum, and Youth Clubs in a village campaign to increase agricultural production.

Your evaluation of the program should be in specific terms which can be kept as a village record of achievements in increasing agricultural production.

The following specific facts should be recorded each year.

1. Does the village have an active and effective agricultural production committee ?

2. Does the village have its own Panchayat or is it included with other villages in its Panchayat organization ?

3. Does the village have its own Cooperative or is it included with other villages in its cooperative organization ?

4. Does the village have one or more Farmers' Forums and Young Farmers' Organizations ?

5. Does the village teacher take an active interest in helping with Young Farmers' Clubs ?

6. For the Village Agricultural Production Committee :

—How many village cultivators are members ?

—Is the Panchayat President an active participant in the Committee ?

—Is the Cooperative President an active participant ?

—Are the leaders of the Farmers' Forum and Young Farmers' Club active participants ?

—Is the village school teacher an active participant ?

7. With respect to Result Demonstrations :

—How many were organized last year ?

—How many were completed (with results recorded) ?

—Did all the members of the Village Agricultural Production Committee participate in each of the result demonstrations ? If not, how many did ? For those who did not, why ?

—Were the results of all the successful demonstrations made available to all the cultivators when the Committee made its recommendations for adoption by all cultivators ?

8. Regarding Committee members' contacts with their assigned share of ten (or more) cultivators :

—How many cultivators were brought together by the village committee members for discussion and "follow-through" of the organized result demonstrations ?

—How many were not contacted and why were they omitted ?

9. Adoption of Improved Practices :

—What specific improved practices did the committee recommend last year for adoption by all the cultivators ?

—What was the total number of cultivators contacted last year by the committee members to explain and urge adoption of

these recommended improved practices ?

—For each recommended improved practice how many cultivators adopted the practice ? For those who did not, why ?

—For each improved practice recommended what percentage of increase in yields did the result demonstrations produce.

—For the cultivators who adopted the specific recommendations what percentage of increase did they get ?

10. For the Panchayat :

—What specific programs related to increasing food production did the Panchayat take up ?

11. For the Cooperative :

—What specific programs related to increasing food production did the cooperative take up ?

12. In what ways have the village teachers worked to encourage villagers' interest in increasing food production ?

13. For the Young Farmers' Club :

—What percentage of the boys and girls 10 to 20 years of age are members ?

—What specific new practices did the Club take on during the year ?

At the end of the year you must analyse this data to find the strong and weak points in your program. These findings should then be reported to all cultivators, and also used as a basis for planning next year's programs.

CHAPTER II

The True Test is What the Villagers Learn !

As important as increasing agricultural production is for the nation the method by which it is achieved is even more important. It will be of little gain if pressure is applied in order to get village people to adopt improved farming methods. If the response they make is only because of pressure, your villagers will almost certainly revert to their traditional practices when the pressure lessens :

In the building of new India all methods must be directed toward educating the people to see the importance of doing the things they are asked to do. Step by step, the people of your villages must be taken through an educational process. They must learn how the new methods are superior to the old ones. They must be trained in the application of new methods. This training must be thorough ; unless people feel secure in the new methods they will revert to the old. Remember, in your villages, as elsewhere, there is security in doing the things one knows how to do.

Of equal importance in any program of village development is that the leadership for change must in large measure come from within the village. Furthermore, the organization for perpetuating programs of continuous change must come from building up the village leadership and the village organizations and institutions.

All this means that you, as the Gram Sevak, must always be concerned about the methods you use in getting all the village cultivators to adopt improved farming practices. You must place your faith in the villagers, in village organizations and in institutions in mobilizing the village community for increasing food production. As the Gram Sevak, your high responsibility is to help the village leaders and organizations. They, in turn, with your constant guidance, will help the village families and the village community initiate and carry on with continuous planning and development.

As Gram Sevak, you must accept the necessity for immediately

arranging to devote as much as 75 per cent of your time to organizing the village for increasing food production and helping this organization to work effectively toward this objective. But in doing this always remember your job is multipurpose and that you must be forever alert to opportunities to encourage and help the village people organize to solve their problems of health, education, housing and recreation. You must also help the village community grow in its interest and competence to serve the needs of all the people through agricultural, industrial, health, educational, recreation and social welfare programs. The village can improve its level of living only by attacking all of its basic problems at the same time but with varying degrees of emphasis.

Your educational emphasis must be focussed on helping the people to understand that they possess, or can build up, within themselves and within their village organizations and present institutions most of the human resources they will need to solve most of their problems. You must emphasize to the village people that while Government does have some resources available to help them solve their problems, the Government's limited resources will be effective only as the village community is itself alive and alert about doing things for itself.

Remember that while India is at present a poor nation in terms of material wealth it is rich in its human resources. As we are effective in educating, stimulating, and training the people to do things for themselves, the nation will grow in strength and in its material resources needed for continuous development.

As the people of your village gain experience in solving their problems of agriculture, they will gain useful skills and understand that through their leadership and the cooperation of their organizations with the Community Development staff of the Block they can continually solve new family and village problems that inevitably will come with progress.

Supplement :

OTHER EXTENSION METHODS TO REINFORCE YOUR TEACHING

CHAPTER I

Reaching Your Villagers Through Their Eyes : Use Visual Aids

You should look upon visual aids as highly useful and essential in every aspect of your planning and teaching efforts. You should remember that visual aids are just what the term says—a visual aid. They are not a method within themselves. They cannot do a job alone. Their only use is in connection with the extension methods you use, such as meetings. They add seeing to hearing and, therefore, employ a second channel to the human mind.

There are several important visual aid media which you should know about and learn how to use. Among the more useful are the following :

1. Photographs
2. Posters
3. Blackboards
4. Bulletin Boards
5. Flash Cards
6. Flannelgraphs
7. Puppets
8. Slides
9. Film Strips
10. Films
11. Models
12. Charts

So that you will know how and when to use visual aids in an educational program to increase agricultural production, there follows a discussion of each of the more important items.

1. Photographs

Photographs are especially suited to teaching people who do not read. They are useful also in illustrating written material. Everybody likes to see a photograph of himself best of all. If you can afford to buy any equipment, one of the first things to get is a camera.

A good way to use photographs is to place them on a village bulletin board. Arrange them to tell a story; or tell the steps in an improved agricultural practice giving accurate details or showing before and after results.

Good photographs used in this manner will show action and emotion. They will show people as they really are, and they are easily understood.

People love photographs and will become attached to the Gram Sevak who can produce them and who will see them. But some photographs are a waste; they have little value if they are not arranged to teach, they are not clear or are dirty, too small, or in bad taste.

2. Posters

The poster is an important visual aid. But like other "aids" the poster is never used alone. Since it must always be used in support of a campaign or a teaching program, it is ideal for use in creating villager interest in a campaign to increase food production. It will serve first to get attention and to inspire the people. It will prove to villagers that there is official interest in the problem treated. Lastly, as long as it remains in the village it will serve as a reminder to the villagers.

A good poster arouses people. It makes them feel a part of the work at hand. To be useful, a poster must be planned for a special job. It must be planned for the people who are supposed to do the job. The following points should be considered in making a poster :

(i) To do a special job

(a) Promote one point (example : manure paddy)

(b) Support local demonstrations

(c) Support local exhibits

(ii) To be planned for the people who are supposed to do the job :

(a) Containdramatic pictures that will stop people and make them look

(b) Tell the story at a single glance

(1) Have few words

(2) Have simple words

(3) Have one idea

(4) Have bold letters

(c) Must picture everyday living

(d) Should be in pleasing colours

(e) Should be at least 20 by 30 inches in size

(f) Must be timely.

Generally speaking a poster should contain three main divisions. The first part usually announces the purpose of a project. The second sets out conditions. The third recommends action. Each of these three main divisions may be illustrated with striking art supported by brief language.

Posters that are produced properly or often not effective because they are put in a poor place or are not posted. Posters should be placed where people pass or gather.

Some posters fail to do good because they are not followed with other reinforcing devices such as meetings, demonstrations and films.

Remember : A poster must be part of a campaign—a poster will not stand alone !

3. Blackboards

The blackboard can be made one of your most useful visual aids. It is especially helpful in meetings and group discussions. Chalk and an eraser are all the equipment you need.

You can make a blackboard with a piece of plywood about 30 by 40 inches. Paint this board with blackboard paint. If you want to carry the board from village to village, make it in two pieces and hinge it in the middle. Have a small strip of wood attached to the inside of the fold so it can be slid across the board after it is opened and make the board firm.

When you conduct meetings or discussions, write the topic for discussions, on the board. In most cases this topic should be in the form of a question. Example : "What is the best way to get the village tank cleaned ?"

During the discussion place under the written question the suggested answers offered by the group. Also place on the board the suggestions that you have.

By writing on the board in this manner you can hold the attention of the group. You can also keep their attention on the particular subject you want discussed. It is good to put drawings on the board to illustrate points.

Rules to follow in using the blackboards are :

(i) Have it clean

(ii) Use clean eraser

(iii) Write in large letters

(iv) Don't talk as you write

(v) Face group after writing and continue the discussion

(vi) Don't fill the board

(vii) Don't use abbreviation

(viii) Keep drawings simple

(ix) Use coloured chalk—yellow chalk is good at night

(x) Don't stand in front of the blackboard, stand to one side

(xi) Practice in advance.

The same blackboard can be used for the flannelgraph (see discussion below on flannelgraph).

Cover the blackboard with a clean white cloth and it can be used as a screen in showing filmstrips (see discussion below on filmstrips).

4. Bulletin Board

Since there are few village newspapers, a well planned bulletin board kept up-to-date can be of help in a village food production program if used for :

(i) Local announcements of importance to all the village.

(ii) Photographs to show local activity

(iii) Follow up instructions for the village on things demonstrated and emphasized.

(iv) Village reminders for things to be done—when, how and by whom.

5. Flash Cards

Flash cards are used the same as filmstrips. In flash cards, however, your people see the picture directly, instead of seeing it on a screen. The story is told as each card is held before the group. The story is simple and tells about one thing. It may be on improved village practices, how to cut and store fodder, how to vaccinate poultry.

Flash cards should :

(i) Be used in groups of not over 30 people.

(ii) Be large enough for everyone to see—at least 22 by 28 inches.

(iii) Be simple line drawings or photographs, or cartoons

(iv) Be adapted to local conditions

(v) Have plenty of colour.

It is best to limit the number of flash cards to 10 or 12 for one talk. In order to plan the most effective cards, study your talk and pick the main idea that you want your villagers to remember.

Prepare a picture for each idea which will give visual impact to the idea.

To teach well with flash cards :

(i) The story on each card must be familiar to you

(ii) You must use simple words and local expressions

(iii) You must bring in local names of people and villages

(iv) You must hold cards so people can see clearly

(v) You must hold cards against body and not up in air. (You turn your body toward the different parts of the group to show cards to all the group).

(vi) You glance down at card as you tell the story

(vii) You point to important objects without covering the card with your hand

(viii) You are enthusiastic, you enjoy telling story.

You have the cards stacked in order. As one card is finished it is slid behind the others so that it will be in order the next time it is used.

As you become skilled in this type of teaching you may let the people participate in the discussion or telling the story. It is a better discussion or better story if they participate. If anyone in your group is good at telling the story or leading a discussion, let him take the cards and use them with other groups.

6. Flannelgraphs

A flannelgraph is a visual teaching aid. Pieces of flannel felt or

sandpaper, having a rough surface or nap, will stick to another piece of flannel stretched on a firm flat surface, called a "flannelboard". When you attach pieces of flannel, felt or sandpaper to the backs of pictures, photographs, drawings, letters, etc., these objects will also stick to the flannelboard. This display is called a "flannelgraph".

Uses of the Flannelgraph :

Your flannelgraph can be used as a bulletin board and in many other ways, but it is best as a visual aid for lectures or informal talks. It is especially useful to show comparisons in old and new methods or to illustrate the steps in a story. You can use it to indicate changes in agricultural practices. It will do a good job of pointing up the contrast between the traditional and the new ways. Using different coloured strips of paper or flannel, cut to scale, as the elements of a bar or pie chart, you can show clearly what improved seed, application of fertilizer, compost, or manure and proper use of water will contribute toward increased production.

The uses for flannelgraph are as many as your needs and your imagination. It is easy to make from readily available inexpensive materials. It is easy to carry around and it permits audience participation.

To make it, you will need :

(i) Pieces of outing flannel, felt or sandpaper ;

(ii) Plyboard or cardboard ;

(iii) Rubber cement, glue or paste ;

(iv) Coloured pencils (wax china-marking) or wax crayons ;

(v) Drawing pins (thumb tacks) ;

(vi) Pair of scissors ;

(vii) The pictures, designs, letters, objects or other materials you wish to display.

The size of your flannelgraph will depend on the size of your board

and this will depend on how large an audience will be looking at the flannelgraph. For most purposes a board 3ft × 4ft is large enough. Objects can be seen on it up to 25 feet.

Plyboard or heavy cardboard will make a still support for your background flannel. Drawing pins will hold the flannel in place. A good grade of outing flannel is recommended. There should be good colour contrast between the background flannel and the objects displayed. You can fasten a second piece of board to the back to hide the pins and strengthen the flannelboard.

If you wish you can sew up two pieces of flannel of different colours along three edges. This envelope can be slipped over the board backing and the fourth side sewed up. Now by turning the flannelboard over you can have different coloured backgrounds. This will increase the attractiveness of your flannelgraph.

The drawings, photographs, pictures or shapes of flannel which you want to display must be carefully cut out. Flannel pieces are then ready to be smoothed on to the flannel-board where they will stick because of their rough nap. You will have to attach pieces of flannel, felt or sandpaper to the other objects before they will stick to the board. With flannel pieces use only rubber cement and see that the backs of the objects are well covered with flannel pieces to give a large adhering surface.

Sandpaper, because of its coarser surface, is the best adhering material. You can scatter the pieces more widely allowing several inches between the pieces on the backs of the object. Glue, paste or rubber cement can be used. When a single piece of sandpaper is used to hold a picture be sure to attach it well toward the top of the picture so that the weight of the picture will not pull it forward and off the board.

Keep your flannelgraph simple. The illustrations should be big and bold. Your lettering should be large block printing. Some commercial stick-on letters, while expensive, are useful. YOUR FLANNELGRAPH DOES NOT HAVE TO BE PRETTY BUT IT MUST BE EASY TO UNDERSTAND FROM A DISTANCE.

If you have no pictures or photographs you can draw pictures and design directly on pieces of light coloured flannel with wax pencils or crayons. Oil paints can also be used. For doing this the flannel must be stretched taut. You can also cut out designs and shapes from pieces

of flannel as animals, people, trees, etc.

How to use it :

Have your flannelboard placed high enough so that it can be seen easily by everyone in the audience. Have it placed on a firm table or stand. An easel can also be used. Have the board well lighted. Have all the parts ready and in order. If you have several objects to display number them clearly on the back and place them in order so that you won't have to hunt for them when the time comes to use them. If you have several groups of parts place each group, separately numbered, in easy-to-open folders or envelopes and number the envelopes consecutively.

To aid your memory you should make a note in the body of any paper you may be going to read indicating the point in the paper at which you will want to place pieces of your flannelgraph on the board. Also briefly indentify each piece.

Don't stand in front of your flannelgraph and block the view. Give your audience time to see each piece and to understand each step in the development of your flannelgraph before you proceed to the next step. Don't try to work in a windy place or in a draft. The parts will blow off the board.

Let others help you with the construction and operation of flannelgraphs. School children particularly will enjoy developing designs and pictures and will be deeply interested when these are shown to illustrate a talk. Children, staff associates or even members of an audience after a brief instruction, will enjoy and profit by operating the flannelgraph while you give the talk or explanation.

Improvisation

While your flannelgraph built as described above is possibly the ideal, you can improvise with very little loss of effectiveness. For example, if you have no cement or glue, pictures can be fastened to pieces of sandpaper with wire staples such as are used in offices to hold papers together. You can use Gem clips, scotch tape or even steel pins.

If you have no flannelboard or do not care to carry one with you on a field visit ask for an old shawl of plain neutral shade. Stretch this on a wall or charpoy with drawing pins or attach it to any smooth firm surface. Then go ahead and place your flannelgraph pieces on the shawl and they will stick very well.

If you can make all your display parts out of flannel, they can be rolled into a small bundle and you have nothing to carry with you that is bulky. Nor will you have to worry about cement, glue or clips.

Materials for a Flannelgraph

Canton flannel, sometimes called outing flannel or jute flannel or flannelette is needed ; it should have a coarse nap. It is best if smooth on one side and rough on the other. Canton flannel is generally available in white, black and several shades of light colours (usually 36-inches wide). You can purchase it in the bazaar or in any store selling piece-goods.

Felt is somewhat heavier than flannel and may be useful for background material. It is much more expensive. You can buy it in several shades in most stores selling piece-goods.

Sandpaper can be bought in any paint or hardware stores. Rough or medium grain is best.

Glue, mucilage or paste will be satisfactory. Glues, etc., can be purchased in any stationery store or art shop.

Rubber cement can be bought in any bicycle repair shop. Ask for a tube of bicycle type patching cement.

Plyboard can be bought in carpenter shops. Some towns have special shops selling plyboard and composition boards. The shop will cut the board to any size you want. But remember, you will save money if the size you want is such that there is no wastage of the board.

7. Puppets

Puppetry is especially suitable for villages. It is an inexpensive activity. It is an easily acquired art. Even crudely made puppets, when played with a lively sense of drama, can hold an audience. The puppet play can teach a lesson about all kinds of agricultural practices.

Types of Puppets :

(i) Glove or hand puppets

(ii) Mationettes or string puppets

(iii) Rod puppets

(iv) Shadow puppets.

Each puppet has its own limitations and advantages.

The glove puppet is the simplest, and the one suggested for your use. It is like a three-fingered glove which fits on the hand. The first finger is inserted inside the head and moves it. The middle finger and thumb fit in the hands and move them. The dress covers the hand and forearm. One person can operate two puppets at one time.

How to make a simple puppet :

(i) Roll a piece of cardboard (an old postcard will do) around your first finger. Glue it into a firm tube which fits the finger.

This will be the neck of the puppet.

(ii) Crumple a piece of newspaper into a ball the size of the head you wish to make. Press this ball over and around the tube on your finger, roughly shaping it to form the stuffing of the head.

(iii) Take a piece of plain paper (brown wrapping paper or tinted paper) and cover the crumpled newspaper in such a way that one side of the ball (where the face will be painted) is free of creases and folds, and the folds are all at the back and sides of the head. This paper is tied in place round the neck with a piece of string.

(iv) Paint the face on the smooth side of the head :

(a) Large black eyes and eyebrows, and very few lashes

(b) Red lips forming a large mouth

(c) A few lines for the hair

Do not attempt to paint all the features. A few bold features are more effective than much detail.

(v) Take a piece of bright coloured cloth and sew it to form a long tube.

(vi) Put the head inside so that the back of the head is towards the seam and the head is upside down.

(vii) Tie the cloth on the neck with the second piece of string. Tie firmly but do not close the opening of the tube.

(viii) Turn the cloth other side out, so that the head is exposed.

(ix) Cut slits for the thumb and middle finger. The thumb and middle finger should stick out enough to look like arms.

(x) Now the puppet is ready. Give it a name.

If the puppet is a man, put on a pugree or cap, or paint a moustache. If the puppet is a woman, drape a sarie over her head. There is no need to drape it over the body. Paint sign on forehead or at parting of hair.

To make the puppet come to life, practice. Work a puppet on each hand. See how much you can make each express by its gestures. Identify yourself with the puppet, changing your voice as far as possible, so that your right hand puppet speaks in a voice that is different from the left hand puppet.

Move only the puppet who is talking. Only move a puppet while he or she is talking.

The stage can be improvised by using a charpoy, turning it on its side, then covering it with a curtain, sheets, blankets or any other cloth which will be suitable, so that the frame of the charpoy forms the frame of a screen.

Curtain, sheet, or other cover draped over frame.

The puppeteers sit behind the screen.

They hold their arms up, so that the puppets appear above the screen and can be seen by the audience.

The puppeteers themselves cannot be seen by the audience.

How to write a puppet play :

(i) Choose the lesson you wish to teach. Do not try to teach too much at one time.

(ii) Illustrate the lesson by a story.

(iii) The story must have dramatic value.

All the good is because of the lesson learnt.

All the bad is because of the lesson not learnt.

The lesson itself is the crux of the most dramatic movement in the play ; victory ; loss, joy or sorrow.

(iv) Choose characters that are distinctive. For best effect bring out their main characteristic.

Black must be pitch black.

White must be snow-white.

Usually there are only two puppeteers, so only four characters can be on the stage at one time ;

Most people can only make two voices, so each can play one man and one woman or child at a time ;

When introducing a new character, make it quite clear in the dialogue so that everyone knows who this character is ; these characters never change costume. It will confuse the audience.

(v) Have no silent pauses.

(vi) Have quick dialogue.

(vii) Have short speeches.

(viii) Have short scenes.

(ix) Have lots of action. The extent of the action depends on the

skill of the puppeteers.

(x) Wit and humour should be introduced even in the tragedies.

(xi) Music, songs and poems, if not too long, can be repeated at intervals to drive the lesson home and help the audience to remember the lesson.

(xii) Bring in everyday people and familiar situation.

(xiii) Take the audience into your confidence. Do not preach at it and bore it.

Remember : The audience comes to be entertained and will stay only to be entertained, so do not be dull and boring.

8. Slides

Slides are an excellent method of illustrating talks and showing people concrete activities. They can be effectively used to show villagers what other villages have done by showing situations such as a crop before the use of an improved practice and after the successful use of an improved practice.

9. Filmstrips

A filmstrip is a series of still pictures on one roll. These pictures are arranged together in such order that they will tell a story. Or they will explain the steps of an improved practice.

To show filmstrips you must have a filmstrip projector. There are filmstrip projectors that do not require electricity. Contact your superior officers to obtain a projector and filmstrips. Every project now has these machines.

The use of filmstrips is one of the best ways to teach improved agricultural methods because :

(i) The machines are simple to operate.

(ii) The pictures can be held on the screen for a long time.

(iii) The village worker with a camera can take good pictures of

local practices and have them made into a filmstrip at very little expense.

(iv) The filmstrip and projector take little space and can be carried easily.

(v) The villagers can participate through discussions on each picture.

Filmstrips have this additional advantage. A complete process such as the Japanese method of growing paddy can be shown at one short session.

If you have not been using filmstrips, you should contact your Block Development officer and ask him to make a projector available. Then find how filmstrips can be obtained. Some of the sources are :

(i) Development Commissioner

(ii) Agricultural Director

(iii) Rural Information and Broadcasting Department

(iv) Education Department

(v) Health Department

(vi) Indian Council of Agricultural Research.

10. Films

People who will not attend any kind of meetings will go to see films. Because of this, fiims are one of the most effective means of arousing interest. They are good for teaching. As long as good teaching films are scarce, you may use films primarily to get people to attend meetings.

Good films are used :

(i) To arouse interest and change attitudes.

(ii) To present facts in an interesting way.

(iii) To bring new practices to a village in a short time.

(iv) To reach illiterate as well as literate people.

A film has the following advantages :

(i) A complete process can be shown in a short time.

(ii) People identify themselves with those in the picture.

In selecting films for your showing, try to select those that are :

(i) Simple

(ii) Direct

(iii) Interesting

(iv) Timely

(v) Personal

As a general rule, you should give a short talk before a picture is shown, explaining the purpose of the meeting and of the picture. However, most good pictures are self-contained. More important, after the picture you should allow the villagers to discuss and to ask questions.

Remember : The moving picture should not be used alone. It should not be used in connection with a definite program or campaign. It should be supplemental with literature, posters, demonstrations and discussions. It should lead to action.

Film projectors are now in every project and every training centre. Learn how to use these projectors, how to obtain film, how to take advantage of this medium.

CHAPTER II

Use Literature of Several Types

The Newspaper

All respectable newspapers and other periodicals reaching the villages where you work should be used as much as possible.

Material that will appear in these papers does not have to be news. Many papers or periodicals going to villagers welcome "service type" information. This is the main type of message that you will have.

While your work occasionally makes news that the newspapers will want to use, more often you will place in the paper stories that are not news.

It is well, however, to give anything you write the "news slant". For example, if you believe that a locust invasion is likely, you will want to run a story on what local farmers should do when the locusts come. To do this, you will outline each step that must be taken by the farmer in order to protect his crops and the community from these insects. You will make this story more interesting by pointing out in the first paragraph that locusts are likely to come in the very near future. Tell the source of your information. When preparing a story follow these rules :

1. Easy to understand.

2. In the language of the village people who are reading the story.

3. Accurate in all details.

4. In short sentences and short paragraphs.

Most of your stories will be the "how-to-do-it" type. Tell the story by telling how some local villager succeeded with the improved job or practice.

In any event, all stories that you prepare for the papers will be written to help people in your villages. In rare cases you might write a story which simply reports community activities. Even in this case the activities will have helped to solve some village problem.

Get acquainted with the editors of all the papers coming into your villages.

If you think that it is impossible for you to prepare stories for the paper, tell your editor what your problems are. He will likely assure you that writing for the newspapers is not difficult.

Wall Newspapers

As yet wall newspapers have not been developed for organized use in the villages of India. But plans are being made for providing you with this service. When these wall newspapers arrive for your use, do the following things :

(i) Paste them in conspicuous places throughout the village :

(a) Places where people gather.

(b) Places where people pass.

(c) Places that are protected from wind and rain.

(ii) Call attention to the papers.

(iii) Read the papers to interested listeners.

(iv) Appoint village leaders to read in your absence.

(v) Order additional papers if you don't have enough for your village.

There is a need for the production of cooperative wall newspapers. You may speak with your friends who are village workers or with your superior officers on this problem.

After getting acquainted with your editor or editors and receiving his promise that he would be interested in your material, prepare a brief

story and let him look at it. If he does not accept the story and he is a man interested in serving his readers, he will tell you why he cannot accept. He will tell you how you can prepare another story that he will accept.

It is almost always true that after a short period of introduction, alert newspaper people will seek the village worker and insist that he continues giving material for the papers. Sometimes the editor becomes so interested that he will prepare much of the material himself. In the beginning, however, the village worker must take the initiative.

Do you work in villages that do not have enough newspapers? If so, you will be doing a service to your people by introducing some good rural papers. There are a number written in simple local language that can help the village worker do his job better.

Leaflets and Pamphlets

The basis for any teaching program is in literature. In extension teaching, simple leaflets and pamphlets are valuable and essential tools in the hands of the intelligent village leaders. The leaflet, in India, is a single sheet of paper folded to make a four page piece of printed matter. However, a leaflet can be printed on one side, or printed on two sides of a folded sheet or folded three or four times with printing on all sides. The leaflet usually treats one job or one small problem. The best leaflets give accurate and specific instructions on how to do a job. A pamphlet or bulletin, on the other hand, may contain many pages and treat a number of topics or steps in a given problem.

For your use or for the use of villagers, the best pamphlets are brief and simple.

You should obtain as many pieces of literature as possible for your use and reference. Secure many copies of the same circular or leaflet so you will be able to pass these on to interested villagers.

If it is possible for you to print leaflets for your use in the village, follow these rules :

(i) Write on one simple idea such as fertilizing sugarcane, or using the best wheat seed, or selecting laying hens.

(ii) Write on those subjects or jobs that are of interest to the

villager.

(iii) Write in the villager's language.

(iv) Use simple words and short sentences.

(v) Use short paragraphs and don't crowd material on a page.

(vi) Use illustrations and pictures which are easily understood.

(vii) Give complete instructions.

(viii) Check your instructions for accuracy.

(ix) Write so that your longest sentence is not over 15 words.

(x) Write so your average sentence has ten words or less.

(xi) Most of the words in each sentence should be one-syllable. Few words, if any, should be over two syllables.

It is hard to write for easy reading. But the easier your writing is the more it will be read. This has been proved in many reading tests.

In most of the methods described in the following chapters, literature will have a place. Try to have enough literature to pass around at each meeting or demonstration.

Circular Letters

One of the best teaching devices you can use is a circular letter. This is a letter which is reproduced and sent with the same information to many people. To village people, even partly literate, receiving a letter can be very important. Receiving such mail will have great influence. However, the value of a letter will depend mostly on how well you write it.

The best letters will :

(a) Be brief.

(b) Be simple.

(c) Have a single purpose.

(d) Do part of your program or campaign.

(e) Be clear.

(f) Have complete information.

(g) Lead to action.

Circular letters can teach and also save time of the village worker. They can be inexpensive if their production and despatch is planned properly. If you cannot get a cyclostyling machine, enlist the assistance of the school-master. He can allow his students to copy your letter and pass them out to the villagers.

Such letters must have :

(a) A personal touch

(b) Short sentences, short paragraphs.

The personal touch arouses interest. Each letter must arouse interest. There are other ways, however, to interest the reader. If possible, this interest should be aroused in the first sentence.

An example of a circular letter follows :

"Dear Friend :

In our meeting last week, as you will recall, we discussed using commercial fertilizers. A number of suggestions were made. One suggestion was to have five cultivators test out the fertilizer. Your committee has decided to go ahead with these demonstrations. So that all cultivators may keep in touch with these demonstrations the village committee on agricultural production will soon arrange a program for all cultivators to be kept informed about these demonstrations.

(signed) Gram Sevak".

If your circular letters prove popular, they may always be expanded. They may be published weekly or fortnightly. This type of letter would contain news and announcements as well as how-to-do-it stories. To

publish a regular letter, you must organize production. It must be organized cheaply enough to finance easily. Distribution must be fast and cheap also. This can be done by cooperative effort.

CHAPTER III

Arrange Learning Tours for Cultivators from Your Villages

Tours like any other teaching aid must have a definite purpose. The purpose of a tour may be :

(i) To see the result of a new agricultural practice.

(ii) To see a new practice demonstrated.

(iii) To see the operation of a new implement or tool

(iv) To see the accomplishments in other villages.

Plan for your tours :

(i) To help people recognize the problem.

(ii) To create interest.

(iii) To generate discussion.

(iv) To provoke action.

Before going on a tour you must decide :

(i) What your people are to see and learn.

(ii) What equipment and tools must be provided.

(iii) Who will go on the tour.

(iv) The date and time.

(v) If drinking water, shade, and other conveniences are available.

(vi) What transportation is needed.

(vii) What refreshments to serve.

To be successful in conversation you should keep these points in mind :

(i) Let others do most of the talking.

(ii) Enter into conversation only when others seem willing to hear you.

(iii) Enter into conversation with a sincere will to learn as well as to instruct (this is important—this will prevent one-sided interest—when people feel that they contribute to your information they have more desire to enter into conversation with you).

(iv) Talk in terms of the interests of others.

(v) Don't interrupt.

(vi) Use natural and easy language.

(vii) Smile.

(viii) Speak slowly.

(ix) Be accurate in your statements.

(x) Arguing is not carrying on conversation—it is a sure way to lose friends.

(xi) Let the other man receive credit for good ideas.

(xii) Leave the group or person as a friend—if you have helped each other that is the way friends work together.

After making these decisions, villagers must be notified. You have had a successful tour if :

(i) Everyone could see and hear.

(ii) Time for questions and answers was given.

(iii) Village people participated.

(iv) There were no accidents.

(v) People didn't get tired.

(vi) Desired action results.

CHAPTER IV

Use Songs and Drama to Mix Learning with Enjoyment

Songs

The villager has a great fascination for folk songs, dance and drama. The art is in many places dying out because of lack of interest or lack of proper encouragement. Yet the village worker will find song and drama good for conveying information on better ways of living.

In every village there will be someone who is good in folk songs. Such persons can help you add entertainment to your meetings and can help break the monotony of discussions of a serious nature.

As Gram Sevak, you can get such persons to compose songs on subjects which you want to popularize. Generally the singer is also the song writer. His songs are in the form of a story with a moral. These songs can be written to the popular tunes which the villager often hears. Such songs may prove popular with the village folk who will pick up the words without the need for any printed literature.

The lesson is best driven home if the song has just one message. Before the song you can say a few words by way of explanation. Follow the song with a little more explanation of its theme.

The villagers like seasoned singers to take part in a program, but they also welcome new voices. Here the village worker can explore the field and get the new people to take part.

Another way in which the village worker can put the song to use is by a local competition for the best song on one subject. The final test can be made an occasion. Announce to the villagers the location and time of judging the best entry. All will come and thus hear the messages you wish to put across.

It is quite possible that in a particular village the compositions may

not be good. But under no circumstances should the song writer go unrewarded. Though the best song if not good enough, it should not go without being declared as the best. That will give further encouragement to the song writers and singers to compose and sing on their own.

The village people generally do not have a means of entertaining themselves. Here is an opportunity for you, as Gram Sevak, to provide entertainment to the people and show that all is not work with him.

Drama

Dramas are not so common as the song in the village. But when properly announced the drama is well-attended by the villagers and by those in neighbouring villages.

The drama is a source of entertainment and education. The Gram Sevak will find at times that he is unable to get together the artists required from one single village. It may be possible for you to get the artists by picking them from different villages. But many literate villagers can be trained in this art, and the villagers seeing the familiar faces on the stage will find additional amusement in what is being put on boards.

The first difficulty will be getting somebody to write the script and compose the songs. This again is an art which is not given to all. It may be possible to get copies of popular one-act plays in the local language which will suit the local needs.

You can also get new dramas on some aspect of improved farming or living.

In this work you may find help from the village schoolmaster. He is often good in this art. Generally, it is the schoolmaster who puts up dramatic performances on special days. He should be of help in training the actors as well as providing the necessary materials for the stage.

In case you have no such help, do the work yourself. First, select villagers who have a bent for acting. This can be done by having them read or repeat a passage. You will find that a number of villagers have appealing voices.

It is not necessary that you have a well-built stage. Any one space,

well located, with a little raised ground or platform, will do. A single piece of cloth will serve as a curtain.

The drama should be given at a time when all villagers can come. It is best to stage the dramas on nights when there is moonlight, so the villagers may go back home in the light. If the drama is good, the village worker will find big crowds attending the show.

The village song or drama has much drawing power. You can use it to get people together. Then talk to them of the village programs in your mind.

Remember : The talks should not be long. The villagers will feel tricked and clamour for the continuation of the show.

It is a good idea to say a few words before the curtain goes up about the purpose of the drama. At the end of the show speak well of the principal people who are taking part and others who have helped.

CHAPTER V

Show Specimens, Models and Exhibits

The best way to prepare samples of small crops, such as grasses and legumes, is to mount the specimens on sheets of thin cardboard. You can mount them by tying them to the cardboard with thread or string. Attach a caption plainly printed to each cardboard.

Models of many agricultural items can be helpful to your teaching. Models of new farm equipment, houses and compost pits all have their advantages.

Remember : Demonstrations with models or specimens do not substitute for actual demonstrations in the field. Demonstrations in the field are always better.

One of the best places to get over your message to the largest number of people is at melas or fairs. An exhibit placed in such big gatherings will reach large numbers in a short time.

Because people are passing rapidly, such exhibits must be well prepared. Your message must be understood in the short time it takes people to walk by the exhibit.

In planning such exhibits remember the following points :

1. Limit to one idea.

2. Make it simple.

3. Make it large.

4. Make it timely.

5. Make it durable.

6. Make it attractive.

Other points to remember are :

1. Use too few rather than too many items.

2. Use bold, simple, bright letters and figures.

3. Label all parts which need explanation.

The best exhibits are those that tell a story. Good exhibits tell the story without the need for an attendant.

After you have arranged your exhibit, ask some disinterested person to study it. If this person can tell you the story you wish to put across, your exhibit will likely succeed. If not, it would be a good idea to adjust for easier understanding.

During the mela or fair, study the people who pass your exhibits. The lesson that you learn from these people will assist you in mounting another exhibit at the next mela.

If the people stop and spend time studying your message, you can feel sure that you have the proper approach. If people understand your exhibit it has been a success. Do not hesitate to discuss the exhibit with a cross-section of people. This is the only way you can improve your presentation.

Remember : It is always better to exhibit the real item than a model. If you want to show a new plow, exhibit the plow itself ; then follow this exhibit with demonstration.

CHAPTER VI

Use Block Information Centres

In our upsurge of freedom following Independence new hopes and new aspirations have come. People are eager for better and fuller life. The government tries to keep tuned to people's wishes by launching comprehensive programs of national welfare. We have launched the Second Five Year Plan after completing the first one.

We are determined to build New India through the democratic process with the people as the principal participants in this great national enterprise. The common man has thus been called upon to shoulder a greater responsibility than he has ever before known. He is expected to act as a politically conscious individual, aware of his rights, as well as his obligations. To act as an intelligent citizen he must know the condition of the country, its problems and the ways in which such problems could be dealt with and are being tackled. He must know the resources the country has at her command and the role that the ordinary man and woman can and must play in national development.

The basic idea in the Community Development Program is not so much the building of roads, canals, tanks, houses and things of that nature although they are important, but it is the Building of the Human Being which is the prime objective. This we all accept as being the appropriate orientation because once the individual is inspired and has the basic knowledge of the problem and visualizes the appropriate lines for the solution of our problems, there is no limit to which the human and physical achievements of nation can go.

Education of the individual about the country's development programs, hopes, aspirations and methods is thus essential. The individual must appreciate and understand the fundamentals of community living. He must have knowledge about our cultural heritage and historical background. He must have a full knowledge of his village and its surroundings and also have a working knowledge of the district, the State and India as a whole in the world perspective. He should have knowledge of the

resources, both men and material, that are available in the country and the best methods of utilization of such resources. Only when such knowledge, even though in an elementary form, is available can the individual take an intelligent interest in the affairs of his own village, district, state or the country and make a purposeful contribution for national effort and national welfare.

Further, education of the individual in a democracy is essential not only for the day-to-day administration of the country but also to provide that hard core of national thinking and voluntary effort which alone will enable democracy to stand the strain of pressures from within and without.

In the modern world, methods of educating and informing the people are many. There are the presses, the radio and the films. There are the audio-visual methods of particular significance for the illiterate which include displays of broad sheets, posters, organization of community gatherings like melas, organization of song and dramas, etc.

Another method which the government has been considering for some time past is the provision of an Information Room at certain central places which can supply authentic information on activities of national and state importance. The advantage of such an Information Room is that since it will be permanently located at a particular place people will get in the habit of looking to it for correct information on all important aspect of the nation's progress including the progress of work in the Block in which they are resident.

The decision has now been taken that these Information Rooms will be established in every block headquarters. These centres are to be called Information and Community Centres. Their scope will be larger than that of a mere Information Centre. As the name implies, they will be the centres for disseminating information on national and local activities and thus become the hub of community life in the Community Development Blocks. The Centres can, if effectively organized, and serviced, become important focal points from which all social education activities of the block will radiate.

The success of these centres will depend upon maintenance of close and effective relationship between the block staff and the informational staff operating these centres. The block staff can provide the centres with much of the current, live and interesting material on a wide range of

development programs in the block which will, if properly presented and kept current, be of genuine educational benefit to the people. Furthermore, the block staff should encourage village people to form the habit of visiting the centre.

In the final analysis the success of the centre will be dependent upon it serving the people's *expanding* interest and in making village people early feel the centre is for them and their continued use.